DOCUMENT RESUME

ED 148 797 SP 012 059

TITLE Evaluation of Student Teachers.
INSTITUTION Canadian Teachers' Federation, Ottawa (Ontario).
PUB DATE Mar 77
NOTE 105p.; Proceedings of the 1977 Conference on Teacher Education (Toronto, Ontario, January 26-28, 1977); Some articles in French ; Pages 62-69 (MF)are printed with small, light type

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Conference Reports; *Evaluation Criteria; *Evaluation Needs; Foreign Countries; *Preservice Education; Student Teachers; *Student Teaching
IDENTIFIERS *Canada

ABSTRACT

This document presents proceedings of a 1977 Canadian conference on teacher education dealing with problems and issues in the evaluation of student teachers. Major presentations include (1) a discussion of issues involved in the evaluation of student teachers; (2) reaction of a panel of educators to this address and (3) questions directed to the panel; (4) reflections on the evaluation process; (5) the place of evaluation in an extended teacher education practicum; (6) cooperative evaluation in a student teacher internship program; (7) training of associate teachers; (8) methods of utilizing feedback in student teacher evaluation; (9) a participant discussion on the value of the conference; and (10) a summary of group discussion activities. An appendix presents six case studies involving student teacher evaluation problems. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148797

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Canadian Teachers Federation

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

SP012 059

C-77401

EVALUATION OF STUDENT TEACHERS

L'appréciation des étudiants-maîtres

Proceedings of the 1977
Conference on Teacher Education
Toronto, Ontario, January 26-28, 1977

Compte-rendu du colloque 1977
sur la formation pédagogique
Toronto, Ontario, 26-28 janvier 1977

Canadian Teachers' Federation

Fédération canadienne des enseignants

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

March 1977

PREFACE

The Toronto conference was the third in a series of Canada-wide meetings dealing with issues in teacher education. A primary purpose of these conferences is to promote discussion and cooperation among those who are closely involved with the teacher education process. This particular conference included within its delegates substantial numbers of cooperating teachers, professors, and student teachers.

The conference was designed to encourage identification and discussion of problems and issues in the evaluation of student teachers, consideration of possible solutions, and sharing of information on current practices.

Questions such as the following were considered:

- Who should bear the major responsibilities in the evaluation process?
- What are the obstacles to the development of appropriate evaluation procedures?
- Should the primary focus of evaluation be formative or summative?

The conference did not attempt to provide definitive answers to these questions. However, it did provide an opportunity to various groups to explore the problems and issues within a supportive environment.

CONTENTS

TABLE DES MATIERES

	Page
WELCOMING REMARKS	
HERON, MICHAEL, President, Canadian Teachers' Federation	1
INTRODUCTION TO THE CONFERENCE	
ENGLISH, PATRICIA, Chairman, CTF Teacher Education Committee	4
INTRODUCTION AU COLLOQUE	
GIBEAULT, JACQUES	6
ISSUES IN THE EVALUATION OF STUDENT TEACHERS	
WILSON, KEVIN	7
QUESTIONS QUE POSE L'EVALUATION DES ETUDIANTS-MAITRES (EXTRAITS)	
WILSON, KEVIN	17
PANEL OF REACTORS	
McKAGUE, TERRY	19
LONDON, W.G.	21
SCOTT, DOUGLAS	24
FOSTER, JILL	26
MOST IMPORTANT QUESTIONS FOLLOWING THE PANEL	29
APPROACHES TO THE EVALUATION OF STUDENT TEACHERS	
SHAPIRO, PHYLLIS	34
L'APPRECIATION DES ETUDIANTS-MAITRES (EXTRAITS)	
SHAPIRO, PHYLLIS	43
REFLECTIONS ON THE EVALUATION PROCESS	
OVERING, ROBERT	45

Page

THE EVALUATION PROCESS IN THE EXTENDED PRACTICUM

MOKOSCH, ERIC, University of Lethbridge 49

COOPERATIVE EVALUATION IN THE INTERNSHIP PROGRAM

YOUNG, ERROL and
RICHERT, RUBEN, Saskatchewan Teachers' Federation 64

LE CONCEPT DE L'EQUIPE-GUIDE DANS L'APPRECIATION DES ETUDIANTS-MAITRES

LUPIEN, MARIETTE et
SAVOIE, GUY, Université de Moncton 71

TRAINING ASSOCIATE TEACHERS

BUCK, MARGARET-ANN, University of Windsor 74

TAPPING FEEDBACK SOURCES IN TEACHER EVALUATION

NORMAN, ERIC, Terra Nova Integrated School Board 78

THE CONFERENCE IN RETROSPECT - HOW HELPFUL WAS IT?

CANNING, BILL 79

PINARD, ANDRE 80

MICKELSON, NORMA 82

THE GROUP DISCUSSIONS

CHANNON, GERALDINE, Canadian Teachers' Federation 84

APPENDIX A

Case Studies 87

WELCOMING REMARKS

MICHAEL P. HERON
President
Canadian Teachers' Federation

Anyone who has gone through the learning mill as a student teacher, and finally emerged as a qualified teacher, and has taught in the classroom for several years, can look upon the period of his/her practicum as a very memorable experience. Mind you, the experience may not always have been positive, but memorable it usually is. Most educators would probably agree that the practicum for student teachers is one of the most important parts of the training of student teachers. And if the practicum is to be of value, one can hardly question the fact that evaluation must occur and also, I believe, be inevitably linked with the final selection process. Of course, one must believe in a final selection process before the student teacher is admitted to the teaching profession. This evaluation and this selection process must both be continuous if they are to have any validity.

With the basic assumptions that I have just made about student teacher practica and evaluations it appears that we have two major areas of concern:

1. What type of evaluation is desired in order to ensure that our school systems receive the best potential educators?

2. Who should be responsible for the evaluation of student teachers?

Controversy has raged for years over both of these questions, and in particular the latter. During the Middle Ages people became teachers by serving a lengthy apprenticeship with a "master" teacher. There was no question at this time as to who would decide who entered the teaching profession. However, in 1439, with the establishment of Godshouse College in England by William Byngham for the training of grammar teachers, the assessment of students began to be assumed more and more by theorists and less and less by practitioners. By 1534, Ignatius Loyola had thoroughly organized the teaching community in which Jesuits trained secondary school teachers.

Since the time of Loyola, teacher education institutions have become well established, although the practicum for student teachers still varies greatly from place to place and the evaluation of the practicum varies widely.

Faculties of education have certainly been fair game for members of the teaching profession -- and rightly so! An institution which accepts major

responsibility for the pre-service education of classroom teachers should not escape accountability for the quality of its programs, and subsequently for the competence of its products. And yet the controversy still goes on, in spite of the general agreement as to where accountability lies.

One field of thought would like to equate internship of teachers to the type of training that a doctor goes through after graduating from medical school. The thought here is that, once the medical school has completed its part of the doctor's training, it is now time for the teaching hospital to take over -- the hospital where the doctor goes for internship. The medical school does not send a representative to take this doctor by the hand, leading him through the experience in the hospital, protecting him, giving him hours of free time which the hospital doctors do not have, and finally making the decision that he has succeeded and now is ready to go forth to practice. No! They pass him on to the practising professionals in a teaching hospital for a rigorous and realistic experience. In a teaching hospital, interns practise medicine under the most capable and demanding instructors, who decide when, or if, the intern has become a competent doctor and is ready for independent practice. Many educators and teachers feel that this same model should apply to student teachers.

Although many members of the teaching profession could see this medical model as an ideal, we must remember that the education student usually has not received a degree before he enters upon his student teaching internship and, even if he does have a degree, he is still under the supervision of his college during this time -- although it would appear that the position of college supervisor of student teachers is not one much sought. Although many educationalists have suggested that professors of education wish to escape involvement in the student-teacher program, the student teacher has not yet been set free from the protection -- or possibly the over protection -- of the college, and passed on to the practitioners in the elementary and secondary schools for his internship.

Dr. Buttenwieser, Department of Education, Columbia University, asserts that unless universities intend to construct their own parallel systems, legally constituted school districts represent both the only viable critical settings, and the main repository for the most important resource -- gifted, experienced teachers. However, the college is sometimes very reluctant to give up any control over evaluation of the student teacher. The college supervisor very naturally wants to believe that the college he represents has done its task well in preparing the student he is supervising. He wants to believe that the college courses the student has taken in edagogy are completely worthwhile. He also wishes to believe that the student has been well prepared in his subject area, although often it is a field with which he, the supervisor, is not familiar.

There exist, then, at least two major alternatives for the evaluation of student teachers. On the one hand there are members of the teaching profession who believe that they should have almost exclusive, if not exclusive, rights in determining the program and evaluation of student teachers. On the other hand, there are those who believe that the college of education should have the primary function of evaluating and determining programs for

student teachers. There are many questions which must be answered about both these beliefs. For the latter, one has to question -- what is the primary function of the college supervisor? And for the former, one cannot eliminate the possibility that student teachers are sometimes assigned to instructors who may consider this a period of rest and relaxation for themselves. In fact, our student teachers are sometimes placed with inexperienced teachers, or teachers who are new to a subject, or even with teachers who are disinterested in participating in the teacher training process.

These are just a few of the problems and questions which you undoubtedly will be considering during this particular conference. If we as teachers are sincere in our efforts to accept responsibility, to become accountable, to be professionals, then we must also, through an expression of our discontent with existing situations, effect change. We must make more of an effort to cooperate with the colleges of education -- to work out an acceptable joint evaluation process of student teachers, and to ensure that the improvement of student teachers is as much a part of our profession as is the teaching of the students within our own classrooms.

On behalf of the Officers, Board and staff of the Canadian Teachers' Federation, may I wish you success in this most vital of conferences, as it is, in the final analysis, the teacher who is the key to any successful education system.

INTRODUCTION TO THE CONFERENCE

PATRICIA M. ENGLISH
Chairman
CTF Teacher Education Committee

To try to explain to you what we are doing in this conference requires that I explain the thinking of the committee which planned this conference. Looking at the topic, we were determined that it would not be the standard kind of conference. It should be further obvious why this would occur. There is a three-way partnership involved in what has to be done in the area of evaluation. All partners have a strong interest. Therefore, it seems logical that we would not simply have a list of guest speakers. As soon as you walked into the room, you may have thought that somebody had set up the tables in the wrong room and that this was the luncheon room; but that doesn't happen to be the case. We know that this is a different approach for a CTF teacher education conference. We don't claim that it is new, or that it is unique, but we do claim that it fits this particular conference.

In the light of that statement, I think by now you know that what is going to happen at the conference is not really going to happen up here, despite the fact that we have some very fine guest speakers who somehow managed to get themselves allied to the committee and became not only guest speakers but consultants. The major and important factors of this conference are all out in front of me. Your groups must function. If they don't, the conference is going to be a complete failure. However, everyone involved in planning the conference is thoroughly convinced that that is not going to happen. We feel that everyone at the tables has the kind of interest that should allow worthwhile discussions to take place.

We stressed to group leaders yesterday how important it was that their role be carried through. At this point, I would like to stress to you how important it is that you say exactly what you think. Some people in the audience are about to laugh because they know I don't know anything else to do except say exactly what I think. However, that applies to everyone, particularly to student teachers who are in the group. Don't be shy about saying exactly what you think, because if you don't, we will come away from the conference believing everything is rosy, and unfortunately that impression doesn't lead to the kinds of things that one would like to see come out of this conference.

You may also have noticed that the program seems to be a bit strange, because it doesn't do the usual kinds of things: It doesn't say that at 10 o'clock we will have coffee, at 10:15, we will hear this particular speaker, at 10:30, we will have someone else react. That is because there are no

specific time restrictions on this conference. We have to judge when it is time to begin a new activity, and that's why the group process is even more important. Once we begin talking in groups, your chairmen are all aware that there are no time restrictions. If you get onto a topic and find that's where you want to stay, no one in the room is going to be disturbed if that's exactly what you do.

I am also supposed to try to explain to you the rationale for the conference. The rationale is fairly obvious: It is a very important topic. But, for those of us on the committee, it is even more important than that. We must at the end of the conference sit down and take a look at proposed policies for the Canadian Teachers' Federation. Therefore, all that you are doing reflects on what we will be doing when the conference is finished. You have a sheet in your kits that will show you some of the proposed statements. Those may stay exactly the way they are. If they do, it will be a great surprise to me and everyone else on the committee. We are hoping for reaction, and we are hoping for reaction to everything that occurs. For that reason, I am not going to be the one who takes all of the knocks, because we want them when they occur. During the conference, we want you not only to react at your table, but we do want you to find some of the other people who are involved in the conference if you think there is something else to be said. If you don't want your group chairman to be the person to do it, try to spot those particular individuals.

And as I indicated, we don't really just have a teacher education committee any more in planning the conference. We have been extremely fortunate; luck seemed to follow us wherever we went. Not only are our guest speakers the kinds of individuals who soon became part of our group, I am sure they will soon become part of yours. So when I introduce to you the people you should be watching for, I hope that you will remember that all these people are interested in hearing exactly what you think at any time during the day, but preferably not too early in the morning by telephone. I would ask that they stand up, so you can see them and be able to spot them later on: Bruce Archer of OTF, Dr. Terry McKague of STF, Myrle Vokey of NTA, Geraldine Channon of CTF staff, without whom none of us would be here at this moment, Dr. Phyllis Shapiro of Fanshawe College, Dr. Bev Stewart of the Faculty of Education, University of Toronto and Dr. Kevin Wilson, Faculty of Education, University of Saskatchewan.

As Chairman of the committee, it is impossible to tell you how fortunate we feel that the last three people have made themselves very much part of the committee and have been in on the planning almost since Day One. They attended the second committee meeting and from there on we were able to discover that we all had something in common, and what we had in common really is this conference. We are very fortunate in the numbers that have come. We are also very fortunate that we have three francophone groups who have arrived. It is true that we do have one difficulty which occurs frequently at CTF, and I can only apologize that it has been impossible to have all the documentation translated. However, we hope that in the selection of the chairman of your group we have in part overcome this great difficulty. And now, in the interest of greater understanding of what I might say, rather than my trying to read to you, I would like to ask Jacques Gibeault to come to the microphone.

INTRODUCTION AU COLLOQUE

JACQUES GIBEAULT
Directeur
Ecole secondaire Belcourt, Ottawa

Chers délégués, permettez-moi au nom de la Fédération canadienne des enseignants et de son président, Mike Heron, de vous souhaiter la bienvenue à cette conférence sur l'évaluation des étudiants-maîtres, espérant que vous allez vous sentir chez vous au coeur du Canada anglais, à Toronto. Toronto, c'est quand même une belle ville. Ca n'a pas le cachet de Québec, mais quand même, nous retrouvant ensemble dans nos groupes, nous pourrons nous exprimer en français, même si toute la documentation n'est pas en français.

Je n'ai pas l'intention de répéter en entier ce que Pat nous a dit. Je voudrais quand même insister sur ce fait que le format nouveau de cette conférence, c'est peut-être au niveau de ce qui va se passer dans nos groupes. Les conférenciers sont des personnes ressources, ils nous fourniront des idées, des opinions, et c'est à nous dans nos groupes d'essayer de consolider, d'échanger et peut-être d'éliminer le cynisme qui peut entourer une conférence de ce genre, en ce sens qu'on peut se dire: "Bien, ça fait bien des années qu'on discute de cela, on est arrivé à absolument rien." On va espérer qu'il va quand même y avoir quelques idées nouvelles, des idées nouvelles qui pourront être adaptées à nos milieux pour améliorer cet élément qui est quand même si important dans la formation des enseignants, l'évaluation de l'étudiant-maître, et toutes les questions qui se rapportent à cet élément.

Le but aussi de cette conférence est de permettre à la Fédération canadienne des enseignants d'articuler une politique, une politique pour toutes les fédérations d'enseignants. Il y a déjà dans notre trousse un document qui nous fait part des grandes lignes de cette politique, mais elle ne peut être élaborée, raffinée et précisée que par l'interaction, l'échange qui aura lieu dans nos groupes. Et c'est un des grands buts de cette conférence que de permettre à la Fédération de présenter au bureau des gouverneurs une politique concise, claire et acceptable par les différents groupes concernés. J'espère que les discussions progresseront très bien. Si je peux en quelque sorte apporter une aide au cours de la conférence pour agir en guise d'interprète, il me fera plaisir de le faire. Merci et bonnes discussions.

ISSUES IN THE EVALUATION OF STUDENT TEACHERS

KEVIN WILSON
University of Saskatchewan

If the title of my address were couched in the form of a question, it would be a far cry from being rhetorical; the responses to it would take many forms and open up an educational Pandora's box, causing discussions which would last far into the night. Such an approach has some appeal, but I have chosen to interpret my topic in a way which speaks to the general context in which the evaluation of student teachers does, could and should take place. Nevertheless, I shall, with your indulgence, allow myself fairly wide latitude in what I have to say. The issues I have chosen to develop during my address are concerned with articulation, sequencing, modelling, expectations, supervision and evaluation.

The Issue of Articulation

While our deliberations at this conference will be focussed specifically on an activity in which teachers-in-training engage, called "student teaching", it seems proper to stand back momentarily to contemplate the current organization of teacher preparation and contemplate the place of school experiences in the total scheme of teacher training.

Although schools have been in existence for well over 4,000 years, formal, institutionalized efforts to prepare teachers are a relatively recent phenomenon. The early beginnings were most often associated with the guild method of apprenticeship. The training of teachers was first institutionalized in Britain in the late eighteenth century, and by the early nineteenth century a pattern of concurrent education and school experience had been established. Since that time various countries have developed a number of alternative patterns for teacher preparation. The most dramatic shift on the Canadian scene, in the last educational generation, has been the incorporation of teachers' colleges into the university community. There is no doubt that teacher preparation placed in a separate teachers' college is different from preparation housed in a university. Some of the differences are qualitative, and you probably have opinions about that; but some differences of another kind are of particular interest as we explore the evaluation of student teachers.

For example, in describing the teachers' college staff member, we could say, with some assurance, that this person had "come through the ranks", so to speak; he shared many sentiments with his former colleagues in the field, and identified closely with the work of the classroom teacher. This orientation was reflected in his teaching in the college, and his association with students when they were assigned to practice teaching in schools; for he saw

this latter component of teacher preparation as a central feature in which he should be extensively involved.

On the other hand, the university professor in education, while not totally devoid of school experience, tends to have had minimal contact with classrooms; the pathway he has followed in moving into a faculty of education, is through a graduate program. His most recent intensive professional relationships have been with educational theorists, who deal with the substance of their specialization in a way which is largely divorced from the ongoing preparation of undergraduate student teachers in the same institution. When the neophyte education professor assumes his first teaching post then, he is prone to reach back to his graduate experience, and elaborate his teaching in terms of the educational theories he studied at an advanced level. Now one must hasten to add that there is nothing as practical as a good theory, but the student teacher becomes impatient with a professor who does not, or cannot, make a connection between the esoteric knowledge of the graduate school and the kinds of competencies a student feels he needs to accumulate to make a success of his practice teaching.

Yet another subtle shift has occurred in teacher education arising from the kinds of people who have been hired to teach in faculties of education. The Bard of Avon wrote of school children "creeping like snails unwillingly to school". I suspect that the description is apt for a large number of education professors. Too many, unhappily, regard their involvement in supervision of student teachers at work in school classrooms as an interruption to their teaching at the university. This tendency is indeed unfortunate because, not only does the general pastoral care of student teachers suffer, the professors lose opportunities to enhance their credibility with their colleagues in the field, and to integrate their own courses with the reality of school classroom situations.

Some of our institutions have turned this state of affairs around by mounting a number of alternative programs to better connect school-based experiences with university course work. These so-called innovative approaches have, in some cases, tantalized professors sufficiently to increase their commitment to student teaching, and you will be hearing of some of the more successful models that are being tried in several places, later in the conference; but I hope that such endeavors are not ephemeral in nature, or that association with them is not because of their novelty; there needs to be continual reinforcement of the symbiotic relationship between "town and gown".

I do not apologize for spending some time on the question of the university professor's orientation to his role in teacher education, because I see it as one of the crucial issues in viewing the proper development of student teaching; a congeries of activities in the university, having no commerce with the students' clinical experiences in school classrooms, produces a pseudo-system of teacher education.

But the nature of the integration between course work and student teaching is not immediately apparent. Student teachers are quick to criticize too much emphasis on foundations of education, or theories of teaching or learning,

before having firsthand knowledge of classrooms, yet they are also critical of practical orientations which treat teaching techniques in a recipe-like manner. The question of relevancy is difficult to approach because of these apparent incongruities. As Shelley wrote, "We look before and after, and pine for what is not".

Questions

a) What kind of knowledge should be treated in course work before student teaching?

b) Should a deliberate attempt be made by professors to elaborate their course work in relation to student teaching experiences?

c) How could the relationship between matters studied in university courses and the school experiences of students be enhanced?

The Issue of Sequencing

To explore questions such as these brings me to a second issue, that of the frequency, length and placement of student teaching. In talking about student teaching, we are not talking about a single entity, for if one views current practices in this country, and in others, school experience prior to graduation is not confined to just one period in the schools. Indeed, many institutions have built a component of student teaching into each year of their programs, and recognize different purposes for field contacts as a function of the time the contact occurs and the relationship it has to the ongoing university program.

Typically, the initial experience is short, and is directed towards giving student teachers a feel for the teacher's role, the chance to see the nature of school life from a teacher's point of view, and some emphasis on observing pupils at work in classroom situations. Two of the primary motivations behind this first school contact are to have the student teacher check his predilection about continuing in a program of teacher education, and to give some opportunity for others to judge the suitability of the candidate as a prospective teacher.

After this initial period the subsequent school contacts deal, in a developmental sense, with the general organization of the school, particular forms of classroom organization for instruction, the student's induction into teaching activities, an understanding of the school curriculum and some participation in planning and presenting examples from it, culminating with substantial involvement in all aspects of the teacher's role, so that by the end of the training program, the student attains the capacity to function in a full-time teaching situation.

If it is true to say that student teachers in our institutions are required to have several different periods of school experience, and there is some logic governing the length and type of school experience so that we are not talking about the same experience several times over, we need to give some thought to the timing, purposes and placement of each school session our students have.

Questions

a) How many school contacts should students have in a teacher education program?

b) When should they occur?

c) What should be the length of each session?

d) Should each of the student teacher's school experiences be evaluated?

e) Should the type of evaluation carried out vary from one school experience to another?

The Issue of Modelling

A third issue that impinges on the activity of student teaching has to do with the diffuseness and uncertainty surrounding the work of the classroom teacher in the last educational generation. Education during the 1960's was swept up in the great momentum associated with massive curriculum changes. As part of some curriculum changes, we witnessed the re-emergence of notions about informal approaches to learning, and attempts to develop "teacher proof" curriculum packages. It is not our purpose here to debate and make judgments about these educational innovations per se, but rather to highlight the consequences they have had for student teaching.

For some time now, many student teachers have seen role enactment on the part of classroom teachers which features the organization and supervision of individual and group work, the dissemination of learning materials, with very little or only minor attention to the oral tradition in teaching. Less "stand up" teaching is not necessarily a bad thing in itself, for the experienced teacher tends to move away from this form as a dominant style, to more sophisticated teaching strategies. For example, successful learning episodes which place the pupil in an independent situation, with the teacher playing an indirect and facilitative role are to be lauded. But to move pupils from a stage of dependence on the teacher to a fair measure of independence is a subtle thing, incremental rather than sweeping in growth. To reach the stage of employing these more sophisticated teaching styles, and have them working properly, requires a teacher to exercise a whole repertoire of skills and insights. To the inexperienced eye of the student teacher, the indirect, child-centered learning situations appear deceptively easy to emulate. When he tries them, and has only limited success, he is at a loss to understand why he cannot enjoy the same return from efforts that he has seen the experienced teacher employ. This state of affairs is unfortunate, and could be avoided if the student teacher was gradually eased into various styles of teaching, beginning with the easiest and eventually getting to the more difficult teaching strategies when he had gained sufficient confidence and competence.

I would suggest then, that the more demanding forms of teaching should not be the basis on which the student teacher is introduced to classroom teaching. Rather, the introduction to his first teaching episodes should be in situations which permit him to test out his pedagogical skills in more conventional settings. I am referring specifically to so-called traditional teaching, which

probably sounds like a reactionary position to take. However, my experience leads me to sincerely believe, and advocate, that the oral tradition in teaching needs to be highlighted in early efforts at teaching, so that, in a very real and direct sense, the beginner has a feel for the personal interplay between himself and his pupils, that he gains firsthand knowledge of teacher-pupil rapport, and that he has the chance to respond to the immediacy of his effectiveness at teaching.

The extent to which my thesis about this matter is correct depends on the extent to which one can order various forms of teaching from straightforward and relatively simple acts to complicated and quite sophisticated ones. I am comfortable with such an assertion, for it makes sense conceptually to talk of teaching this way, and for training purposes it takes the learner through an ordered sequence of events which should permit the gradual appreciation of insights, skills and knowledge about teaching. The acquisition of a repertoire of teaching competencies should not be approached in a disorganized or haphazard fashion, but should recognize the developmental learning involved in acquiring those competencies.

There is another aspect to this issue. Specifically, one has to confront the question of which model of student teaching should be followed. Two major approaches can be ascertained, although they are not as clean and distinct as my description portrays.

The first I would call the Robinson Crusoe Model. As the name suggests, it is a view which says that the student teacher should be thrown on his own resources as much as possible. The main features of such a model are that the student takes primary responsibility in planning for his teaching, he is extensively involved in evaluating his own performance, the dominant mode of his learning about teaching is through trial and error, and he is left pretty much to survive, as best he can, in an environment which may not be openly hostile but neither is it very accommodating. In the extreme, the form of supervision provided by the cooperating teacher and the college professor is laissez-faire. Lest I be accused of setting up a "straw man", the kind of situation I have delineated would be attested to by quite a large number of student teachers.

The second approach to student teaching I would refer to as the Apprenticeship Model. Its main features would include a clear recognition of the cooperating teacher as a model for the student to copy. The cooperating teacher would deliberately set out to demonstrate, in a formal sense, a number of approaches to teaching which the student would then use as a basis for his own teaching. The student would be given considerable assistance in planning teaching episodes, and be expected to devise, under the tutelage of the cooperating teacher, detailed lesson plans. The style of supervision followed by the cooperating teacher and the college professor would be directed towards the student's acquisition of teaching competencies, judged to be necessary components of the period of apprenticeship leading towards full-time teaching status.

Questions

a) What kinds of teaching approaches should be included in a student's

school experiences? Should these be ordered?

b) Should the student's teaching practice be competency-based?

c) To what extent should a cooperating teacher give formal demonstration lessons?

d) How much assistance in lesson planning should be given to the student teacher?

The Issue of Expectations

Let me turn now to the issue of coordination by looking more specifically at roles and expectations held for persons involved in the development, implementation and review of student teaching. We all recognize that there are three primary actors, the student teacher, the cooperating teacher and the college professor. In addition, there are three other groups, to which we must be sensitive, who are vitally affected by the elaboration of what happens in the program of student teaching; they are, the pupils in the cooperating school, the potential employers of the products of teacher education programs and the present members of the teaching profession.

Students who undertake clinical sessions in the schools need to get careful scrutiny with respect to their eligibility and potentiality for profiting from such experiences and, eventually, entering the profession. Some institutions are taking special steps to ensure that assignment to schools is not automatic but is preceded by a review of the student's progress, so that potential failures in student teaching are counselled out before this stage is reached.

A number of studies point to student concerns about student teaching. Before actual experience in schools, the concerns of students are amorphous and vague although they are couched in anticipatory and apprehensive ways. Most often they are not quite sure what to be concerned about. They think of teaching in terms of their own experiences as pupils and as college students. What concerns they do spontaneously express about their imminent session in the schools are based mostly on hearsay: discipline problems, getting a satisfactory evaluation, getting assigned to a good school and a good supervisor.

When the school teaching assignment is under way, students express different uncertainties because they are not quite sure where they stand: "Will the teacher tell me what I am supposed to do?" "May I try things for myself?" "What are the limits to which I can go in disciplining pupils?" "If I see a child misbehaving in the hall, do I handle it, ignore it, or refer the matter to someone else?" It seems that several phenomena are of immediate concern to the beginner. One is directed towards discovering the boundaries of the school situation, to settle in his own mind the ways in which he should be identifying with other staff members, and the affiliations he should foster; and the second has to do with survival in the classroom and all that is involved in coping with pupils. Eventually the student moves to a concern about his adequacy or how well he is doing, but he often has trouble reading the intent of comments made by his immediate supervisors.

Staff members of cooperating schools directly concerned with student teaching obviously need to be carefully chosen. They need to be people of great perceptivity and scholars of the strategies of teaching. It is probably more demanding, as a teaching task, for them to help student teachers, than it is to help the pupils within their classrooms. While it can be argued that they are inextricably concerned with all facets of the clinical sessions some balance in their role enactment seems necessary. The continual interaction they have with their charges would support the notion that pastoral care is a primary responsibility; a helping relationship, rather than a formal judgmental one, seems appropriate. Such an interpretation would suggest that the dominant style of evaluation cooperating teachers should employ is formative, while recognizing a significant input to the final evaluation of the student.

There is no doubt that the selection of college professors is important to the ultimate success of the clinical enterprise. As stated earlier, a genuine professional commitment to the contribution student teaching makes in teacher education is critical. It is not a case in which the university supervisor says to the cooperating teacher, "Here is a student; do what you think is best". This would be an imposition upon the cooperating teacher in the school with respect to a degree of responsibility that is unreasonable. A significant part of the university person's role should be to make certain that the two agencies of instruction, the university and the school, will not confound the target of the instructional effort, namely the student teacher. If one were pressed to outline the part the university person should play in reviewing the student's efforts, one would have to say that, on balance, the emphasis would be on summative evaluation even though considerable attention should be paid to formative evaluation.

This brings me to the more basic issue of responsibilities for planning and coordinating the student teaching experience. Who usually determines the nature and scope of the student teaching program? The activities that are put in place are credited largely to the program planning efforts of the universities. The involvement of school people in this has not been as great as it could and should be, and of course students have had little choice except to comply with the degree and program requirements of their institution. Much more should be attempted in bringing together the primary actors; anything short of this will provide a situation that can build up suspicions and eventually antagonisms which thwart the purposes and effectiveness of the program.

Questions

a) What would you include in the job descriptions of the student teacher? the cooperating teacher? the university supervisor?

b) In what ways would you involve school people and student teachers in the planning of the clinical program?

The Issue of Supervision and Evaluation

The fifth and final issue I want to address has to do with the connection between supervision and evaluation. Some use the terms synonymously while

others see activities associated with the former inexorably leading to decisions about the latter. But let me, for the moment, risk the separation of the two.

What are the essential components of an adequate scheme of supervision for student teaching? A current and fervent response to that question in North America is rooted in a eupsychian philosophy of personnel management, key features of which include such assumptions as: there should be no dominance-subordination hierarchy in the supervisory relationship, there is wisdom and efficacy in self-choice, people prefer responsibility to dependency and passivity and the outcome of a non-dependency relationship in supervision results in an active trend to self-actualization. These perspectives are difficult to question; they show respect for human worth and dignity, but the application of this form of supervision is suspected by some. It is variously charged with being too permissive, lacking in direction, not supported by empirical studies and having the effect of subordinating attention to the professional development of students as teachers to peripheral concerns about personal relationships.

The cooperating teacher has a much better chance of developing an appropriate supervisory relationship with the student teacher than does the university professor. Mere frequency of contact enables the school-based supervisor to develop the kind of orientation that is conducive to enhancing the student teacher's development. There is time to develop personal rapport, to discuss plans for observation, and to give feedback to the student. The trickiest thing the cooperating teacher has to cope with is sorting out his role as helper from his role as judge; many find it extremely difficult to reach a comfortable accommodation of both roles. But, in general, students respond quite favorably to the kind of supervision they get from the schools.

The same cannot be said about university supervisors. Some of the possible explanations I have referred to earlier, but another, which ought to be recognized, is the dismal staff-student ratio that is commonplace in some of our institutions. A staff-student ratio of 32:1 (an actual example and I understand there are others) makes the possibility of extensive involvement in student teaching supervision rather remote. I might say, parenthetically, that the national norm recognized throughout Britain in funding teacher training institutions is 10:1. If budget support for faculties of education within Canadian universities does not improve appreciably in the near future, the matter of monitoring student teaching will need to be very carefully reviewed.

To give you some impression of the amount of time a university professor requires to provide extensive clinical supervision to student teachers, I can report on experience at our institution. We have found that a professor working full-time on supervision can handle ten to twelve students who are undertaking a sixteen week extended practicum.

In dealing with evaluation, a number of matters come to mind, but the most basic question is that of determining what standard or basis of comparison should be used. If one is dealing with formative evaluation the problems are not too great. As the term suggests, the purpose of this kind of assessment is to provide the student teacher with the kind of feedback that

gives him an awareness of how well he is doing, and furnishes information which can be used in improving performance in his subsequent teaching. Done properly, formative evaluation takes a considerable amount of time, and ideally, should be carried out using the clinical supervision cycle of pre-conference, observation and post-conference. If adequate time is not given to episodes of formative evaluation, they tend to become judgmental sessions which frustrate the student teacher and increase his anxiety about evaluation.

Summative evaluation cannot be dodged because, in the final analysis, a decision has to be reached about the suitability of the candidate for entry into the teaching profession, and we know that the documentation of performance on the final round of student teaching is used for hiring purposes. I would argue for a form of summative evaluation which is norm-referenced. That is, the final judgment made should reflect shared expectations, of the cooperating teacher and the university professor, about the kinds of competencies which are appropriate and applicable in a full-time teaching situation. Unavoidably, the basis of comparison should be the performance one would expect from a successful classroom teacher; anything less than that will militate against the quality of teachers entering the profession.

It is not my purpose to deal with the devices that can be employed in assessing student teachers. Dr. Shapiro will treat such matters at length in her paper, but the question of means and ends deserves comment. A number of sophisticated assessment procedures have been developed in recent years as a result of baseline research focussed on the teaching process. Some devices are analytical, others are descriptive of what transpires during a teaching episode, but the instruments are not ends in themselves. If the data gathered from their application lead nowhere, or said another way, if the "so-what" question is not answered, one is no further ahead. Judgments based on them may please the ego of the evaluator, but they could be totally irrelevant to the student teacher.

Questions

a) What style of supervision do you favour?

b) Should the type of supervision provided by the cooperating teacher and the university professor be differentiated?

c) What part should the student teacher play in evaluating his performance?

d) Who should be involved in the final or summative evaluation of the student teacher?

Conclusion

"Student teaching" is a generic term covering a wide diversity of organizational and curricular forms. This diversity which permeates student teaching programs is not so much a function of conflicting theories about student teaching as it is a reflection of the idiosyncratic desires and conveniences of teacher training institutions. Student teaching is somewhat paradoxical. It is highly regarded by many but is a source of intense dis-

satisfaction to others. There is no doubt that it is a high-impact experience, but not much of that impact is predictable. While it is the most common element in teacher education, each person's experience with it tends to be unique.

Teaching continues to wrestle with all that is involved in moving it from a craft to a profession. Student teaching is a part of that struggle and will contribute to its resolution only if the student is engaged in something more than a trial-and-error learning experience. If student teaching is to be an element in an era of greater professionalism some basic conditions have to be met. It must rest on more than face validity, it must be served by the most skilled and dedicated school and university people we can muster. We must foster greater cooperation between the school and the university, and student teaching will have to be rooted in a comprehensive theoretical rationale. At the center of all our concerns should be the student teacher, for his welfare is crucial to the future of our profession. Perhaps we should recognize that initial teacher education is one part of three major strands which should pervade the proper preparation and sustenance of teachers. It needs to be followed by a period of induction and ultimately by an ongoing program of in-service. The task is not easy, but it is well worthy of pursuit.

References

Allen, Dwight W., and Eli Seifman, eds. The Teacher's Handbook. Glenview, Illinois: Scott, Foresman and Company, 1971.

Bennie, William A. Supervising Clinical Experiences in the Classroom. New York: Harper and Row, 1972.

Cogan, Morris L. Clinical Supervision. Boston: Houghton Mifflin Company, 1973.

Fuller, Francis F. "Concerns of Teachers: A Developmental Conceptualization", American Educational Research Journal, Vol. 6, No. 2, March, 1969, pp. 207-226.

Steeves, Frank L. Issues in Student Teaching. New York: The Odyssey Press, Inc., 1963.

Tittle, Carol K. Student Teaching. Metuchen, N.J.: The Scarecrow Press, Inc., 1974.

QUESTIONS QUE POSE L'EVALUATION DES ETUDIANTS-MAITRES

KEVIN WILSON
Université de Saskatchewan

EXTRAITS

Plusieurs facteurs en jeu dans l'évolution de l'enseignement, surtout dans la formation des maîtres, ont contribué à la forme actuelle des programmes de formation pédagogique et aux critiques dont ils sont l'objet. Les étudiants, les enseignants coopérants et les professeurs de pédagogie sont maintenant fort perplexes au sujet de leur rôle. Les questions qui suivent sont quelques-unes de celles qui entourent la formation pédagogique et qui influent sur le développement des procédures d'évaluation.

Articulation

Le changement le plus important de ces dernières années a été le transfert de la responsabilité de la formation pédagogique des écoles normales aux universités. Un résultat a consisté dans le remplacement du professeur d'école pédagogique comptant plusieurs années d'expérience pédagogique et doté d'un point de vue pratique par le professeur d'université ayant peu d'expérience de l'enseignement en classe et doté d'une vue théorique de l'enseignement.

Malgré l'établissement de divers programmes qui sont axés sur le terrain et qui mettent l'accent sur le stage pratique prolongé, un grand nombre de professeurs universitaires de pédagogie continuent de considérer leur participation à la supervision de l'étudiant-maître à l'oeuvre en classe comme une interruption de leur enseignement à l'université. Un plus grand attachement à l'élément fait d'expériences sur le terrain s'impose pour assurer une réelle articulation de la théorie et de la pratique.

Modèles

Le caractère toujours plus diffus et incertain de l'action du maître au cours de la dernière génération éducative suscite un autre problème en ce qui concerne la formation pédagogique. Plusieurs maîtres ont abandonné la tradition de "l'affrontement" oral dans l'enseignement. Ils présentent plutôt aux étudiants-maîtres des modèles de rôle comportant des stratégies telles que l'organisation et la supervision d'études individuelles et collectives et la diffusion de matériel didactique. Il est très difficile à l'étudiant-maître, cependant, d'émuler ces modèles raffinés. L'étudiant-maître devrait peut-être commencer sa pratique par l'enseignement traditionnel dans un cadre classique et ne passer que plus tard aux stratégies éducatives plus informelles et plus difficiles.

Une autre question qui se pose ici est le choix de modèles pour le programme même de formation pédagogique. Il existe deux grandes approches de la formation pédagogique: le modèle de Robinson Crusoé et le modèle de l'Apprentissage. Les élèves qui suivent le premier modèle sont principalement responsables de planifier l'enseignement, évaluent leur propre rendement et apprennent en général en procédant à tâtons. Ceux qui se règlent sur le second modèle sont censés copier les approches indiquées par le coopérant. Ils sont beaucoup aidés et doivent établir des plans de leçon détaillés. Le choix de modèle influe directement sur le processus d'évaluation.

Coordination

Un problème constant des programmes de formation pédagogique tient à la coordination du rôle de l'élève, du professeur et du coopérant. Le coopérant devrait, en général, mettre l'accent sur l'évaluation formative dans son action auprès des étudiants-maîtres tandis que le professeur d'université doit mettre un certain accent sur l'évaluation sommative. Cependant, il faut veiller davantage à réunir les principaux intéressés (étudiants, maîtres et professeurs) dans la planification et l'application des programmes de formation pédagogique.

Supervision et évaluation

A moins de modifier le rapport étudiants-personnel dans les institutions canadiennes, il faudra laisser au coopérant le soin d'établir une relation de supervision appropriée avec l'étudiant-maître. S'il est établi une supervision clinique, le maître pourra assurer une information en retour susceptible de favoriser le perfectionnement de l'étudiant-maître.

Même si l'évaluation formative est préférée dans bien des cas, on ne saurait éviter l'évaluation sommative parce qu'il faut, en dernière analyse, en arriver à une décision touchant l'aptitude du candidat à accéder à l'enseignement. L'évaluation sommative devrait se rattacher à des normes et la base de comparaison devrait être le rendement à attendre d'un maître de classe qui fait bien.

Il faudrait choisir les moyens d'évaluation à utiliser pour apprécier l'étudiant-maître non pas en raison de leur degré de raffinement, mais plutôt en fonction du but à atteindre.

PANEL OF REACTORS

Moderator: TERRY McKAGUE
Saskatchewan Teachers' Federation

Terry McKague is my name and it's my pleasure to be the moderator of a panel of people who are going to react to the events of the day. Their remarks will be based on the talk by Kevin Wilson this morning, the impressions they have gathered from circulating among the groups, and feedback from the group leaders following the discussions this morning, as well as on their own individual impressions of a number of the issues that have been raised. I think we are very fortunate to have a panel of the calibre of these people with us this afternoon, because as you can appreciate, it is not that easy a job to take the number and variety of topics that have been considered today and deal with them in a manner that is going to make sense. The format essentially is that each of the three individuals will make a short presentation individually. There will then be some opportunity for interaction among them, after which we are hoping that you may have some questions to round off the afternoon.

It is my pleasure to introduce to you the members of the panel. At the far end, we have Doug Scott, in the middle is Wally London, and on this end is Jill Foster. And these people have been chosen because they represent a student teacher, a classroom teacher who is also functioning as an associate or cooperating teacher, and a university professor who has some involvement with a program of student teacher evaluation. Probably you have been able to sort out among these three which is which, but I will just clarify it for you. Doug Scott at the end is the student teacher and he has been interested in elementary education and also the teaching of English; Wally London in the middle is the classroom teacher and he is a teacher of physics in a secondary school; and Jill Foster at this end, representing a university professor, is an associate dean at a faculty of education ... (Laughter in audience) I think some of you are a little skeptical; some of you don't think that Jill can be the associate dean of a faculty of education. You have no idea how innovative they are in parts of the country ... Well, you probably guessed that my description was a little odd. Indeed, Jill is the student teacher, Wally is the associate dean and Doug is the teacher. But we wondered what the stereotypes might be of the three individuals that we have up here today.

One thing I would find interesting, inasmuch as these people are up here to represent those of you who are participants in the conference, would be to find out who they are representing. They might be interested themselves in knowing on whose behalf they are speaking. So I thought we might ask those of you who are represented on the panel if you would stand up when you are identified. Perhaps we will start at the far end with those who are class-

room teachers. Would the classroom teachers please stand. Then represented by Wally would be those who are associated with teacher colleges and faculties of education in one capacity or another. We would ask you if you would rise ... A good representation there ... And also those of you who are here as student teachers. Let us welcome you. That is a very nice representation. Actually there is another group of people that perhaps to some extent can identify with me inasmuch as I work for an educational organization. In my case, it happens to be a teachers' federation, but there may be people here representing trustees' associations, departments of education or other educational organizations not already identified. And we would ask those people to stand at this time.

I think now we will move right into our program and begin with Wally London.

THE PROFESSOR

WALLY LONDON
University of Toronto

We had a little difficulty in deciding who would go first. The final criterion was, of course, age, and so I qualify. One of our problems was taking a speech and reactions and putting them into some kind of order, so we have broken the subject down into a number of categories and each of us will cover some of those categories. They are in random order, but they do have some kind of unity. So if the presentation seems a little disjointed, please excuse us.

I would like to thank Dr. Wilson for so ably outlining the issues in the evaluation of student teachers. Although not a great deal of time was devoted to evaluation per se, I think he established the milieu in which the evaluation takes place. However, I think there is something I should clarify first before making any further comments. That is that Dr. Wilson's speech dealt with the concurrent program, whereas in Ontario, the majority of students are enrolled in a consecutive program. There are other models, of course. For example, York University has a concurrent program, and part of the program of the University of Windsor is concurrent. However, the majority are, I think, consecutive programs. Consequently, some of the problems discussed by Dr. Wilson this morning, such as sequencing, modelling, supervision, organization, are somewhat different in our context. And while there are a great many features common to both concurrent and consecutive programs, both the solutions and the attempts at solution may differ.

Another difference, I think, is that in Ontario most of our university professors have come through either the elementary or the secondary school system. Thus, they do not follow the model that Dr. Wilson suggested, but are people who have 10-12 years of teaching experience and have entered the faculty of education in their thirties and sometimes in their forties, and probably resemble very much the old college of education instructors that Dr. Wilson was talking about. This situation presents certain problems in the faculty, of course, because we have people who have come to the university along an entirely different road from the Master's or Ph.D. route. In consequence, fitting them into the university community has necessitated a certain number of trade-offs.

One important point in Dr. Wilson's speech concerned the screening of students. Where can this screening take place? Before admission to the faculty would be the ideal time; and all kinds of people will suggest that we should really begin the whole evaluation procedure by determining who are best suited to be teachers. But I don't think there is an instrument or a

technique which can clearly determine the suitability of an individual for teaching. There are some very gross and very obvious ones, but for most people an interview is not satisfactory. There hasn't been a test that has been devised that can say with any degree of certainty, "This person will become a good teacher." Then the problem came up in Dr. Wilson's speech that before assignment to practice teaching, a student teacher could possibly be advised to withdraw. In other words, screening takes place before practice teaching. Again, I find this very difficult because I can't do it with any degree of certainty. I can't attribute certain qualities to an individual until he has actually been in the practice teaching situation. So the practice teaching situation itself often becomes a screening device. And do we have any evidence in establishing attributes for teaching? Are there any clear-cut critera that could, if we could identify them, measure any individual? Today, I don't think we can. This is, of course, of great importance today, particularly in Ontario, and I assume it is happening in various degrees in the rest of Canada, because of the shrinking job market.

Shrinking enrolment in the elementary and secondary schools and the resultant shrinking job market will mean greater difficulty getting into faculties of education, whether we limit enrolment or establish quotas or whatever. Screening of students prior to entry will become a major problem in the very near future; thus, in any discussion of evaluation in the classroom we shall have to keep in mind this particular topic. Of course, if we could make that kind of selection, the whole evaluation procedure would be much easier.

The other problem is the selction of cooperating teachers. Dr. Wilson gives a great deal of importance to these people and demands skills and work efforts from them which probably they cannot meet. In this, I am not downgrading the cooperating teacher. But I think that when we talk to him as being a scholar of the strategies of teaching, we must also remember that he has other responsibilities, other demands on his time, commitments to his pupils, his principal, his community and his board. We must, therefore, be realistic when we demand a high level of competency from the cooperating teacher. Moreover, we must take into account the heavy workloads which are assigned to teachers and I assume will become an increasing problem as the job market tightens up. If we are going to expect a better job from the associate or cooperating teacher, we need a better selection method, and we also need to do a better job in training. If I say we should, then why don't we? Well, there are problems of money and time. When you pay an honorarium, you don't have the money for a training program. Moreover, it is a problem of time for the associate. If we are going to have high expectations for the work of the associate or cooperating teacher, we have to take steps to ensure that he has the time, training and competence to fulfill those expectations.

Another problem mentioned by Dr. Wilson is the difficulty in establishing a taxonomy of teaching. Teaching is a generic term that we apply to all kinds of roles that the teacher plays and for which different attributes are required. Despite years of research on evaluation, we still don't have a generally accepted taxonomy of teaching attributes. So what are the essential attributes? I think probably Dr. Shapiro will cover this in her speech tomorrow. But the question is an extremely important one. And when we agree

on the general attributes, we have to remember that the teacher is assigned to different settings. For example, the attributes required of a teacher who is assigned to an inner-city school are probably quite different from the attributes that are of primary importance in a suburban middle class school. Thus, even if we do agree on a general set of attributes, we must relate these to the role that the teacher is playing, and the setting in which the teaching is taking place. And if we do establish a taxonomy, how do we observe these attributes, how do we record them, how do we measure them? We can all sit down and list the attributes, but if we are going to give a very objective kind of evaluation, we must also consider observation and measurement. I think ideally, and Dr. Wilson mentioned this in his speech, that if we established the attributes and thoroughly understood them (and when I say we, I am talking about the troika, the student teacher, the university instructor, the cooperating teacher), and if we got over the problems of semantics and measurement, then we would reduce greatly the subjectivity of the evaluation and increase the objectivity. However, I think we should also keep in mind that subjectivity will always be there.

The other point, and my last one, is norm referencing. I was a little surprised at Dr. Wilson's recommendation of norm referencing in this day of competency-based education, particularly considering the advantages of the competency approach in a concurrent program, where the student is in the program for three or four years. I will not, however, go into the question of whether a competency-based program is as good as a norm-referenced program, or in some cases better, because I am sure Dr. Shapiro will elaborate on that tomorrow. I apologize for this random selection of points, but I am sure the other panel members will cover some of the other topics. Our problem, of course, was absorbing all of the various reactions of the various groups.

THE TEACHER

DOUG SCOTT
Downsview Secondary School

I would like, first, to thank the committee for asking me to represent the associate teacher on this panel. It is rather encouraging to see such a large representation of all three groups, because I firmly believe that if we are going to upgrade our teaching practice programs, the three groups have to interact. My comments are reactions to Dr. Wilson's presentation this morning, and also to some of the questions that were raised in the groups this morning. I guess some may wonder why we, as teachers, become associate teachers. Dr. Wilson referred to a professional commitment. I would like to think that most of us are associate teachers because we feel a professional commitment to the development of student teachers. Some student teachers may disagree with me, and I am the first to admit there are probably other motives as well. There is the honorarium in Ontario, which means a few extra dollars. Then, there is the teacher aide aspect; I think for many elementary school teachers it is nice to have a person there to help you out. And I might as well be honest, and say that I think there is a very, very small group who tend to use the student teacher, and that is unfortunate.

What is the role of the associate teacher? Dr. Wilson suggested that we play multi roles; we play the role of a helper, of a supervisor, and of an evaluator. And he suggested that perhaps some associates find it difficult to play all three roles. I will speak from my own personal experience now, and say that I think it is possible to combine all three. And I put a tremendous amount of emphasis on the first role, that of helper. Dr. Wilson referred to the establishment of a personal rapport with the student teacher. I can't say enough for that. I think it is essential that trust be established immediately between the student and the associate. If you establish that trust, then many of the other so-called difficulties seem to disappear.

I heard adverse comments from some students this morning to the effect that, "I go into a school and my associate gives me the impression I am taking his time up, or he doesn't bother to show me the lunch room the first day, or we go to the lunch room, he sits with his peers, and we all sit and talk in the corner". These are little things, but I think the associate must make the student feel that he is wanted in that school. And once trust has been established, you have broken down some of the barriers of communication which surround the evaluation.

Supervisor and evaluator ... I find it difficult to distinguish those two. Myself, I find myself evaluating as I am supervising. I find that students want feedback all the time. That is another criticism that I heard

this morning, that some associate teachers just don't give enough feedback. You know, you meet your associate on Day One, you get your evaluation several days later, and you really didn't know where you stand in between times. So to me, if you are doing a thorough job supervising, the student will have a pretty good idea how he is going to be evaluated at the end of that term. Of course, as Wally pointed out, in Ontario we have a consecutive system, and so, I have a student teacher with me for a period of two weeks. To those associates, then, who feel a little uncomfortable being both a supervisor and an evaluator, I do not think you have to feel that way, if you are constantly giving feedback throughout the entire time that the student is with you,

Dr. Wilson referred to modelling, the laissez-faire model, the Robinson Crusoe model and the imitation model. There is one group that has not been mentioned much today, and that group are those students who are my responsibility. And so, I must admit, being an associate, I am a little reluctant to say to my students, "Well, there is your grade 11 class, go to it for the next two weeks." But, I am also strongly against saying to the student, "Look, the first five minutes, you do this, the next ten minutes, you do this", and so on, and structure the full period. I would like to think that a balance could be struck between the laissez-faire and the imitation model. Of course, a lot of the students tend to fall into the imitation model. I think the reason is very obvious. They are so concerned about that grade that is going to be placed upon their evaluation report at the end of the session. And as Wally pointed out, the way job opportunities are in Ontario right now, that grade is pretty important. If I may go back to one of my initial statements about trust, hopefully, if you establish trust, the student will feel free, and will not be reluctant to try his own approach to certain topics.

A question raised this morning, about student teacher evaluation of associates, was interesting. I know that one department at the Faculty of Education in Toronto has tried that, and it is strictly volunteer. The students have an evaluation form, and they ask the associates if they wish to be evaluated. And it is rather evident how reluctant we teachers are to be evaluated. I guess we feel we do nothing wrong. I have the evaluation done, but I have also taught for a while and I feel comfortable with what I am doing. For somebody who has not been an associate teacher for too long a period, it can be a rather traumatic experience getting that evaluation, especially if you have given your student teacher a rather low grade. We will have more to say perhaps on selection of associate teachers and perhaps their evaluation later on. It is important to feel strongly about it, but the mechanism by which we do it is what I am not sure of.

What training do I, as an associate teacher, have? Very little -- a couple of one-hour sessions down at the faculty on a couple of evenings. I must admit that the science department there makes these worthwhile evenings. We talk about the evaluation, we look at some video-tapes and at some practice teaching clips, and each one of us is asked to evaluate that particular clip. But that is all we do. It would be very worthwhile if associate teachers were able to get together and exchange ideas and problems. Because if you talk to student teachers, they certainly see a definite pattern of problems; I am sure that if we got together as associates, we would see definite patterns as well. But as Wally pointed out, it is because of the limitations of time and cost that so far we are just not doing it. Nevertheless, I think it would be a worthwhile exercise.

THE STUDENT

JILL FOSTER
University of Toronto

I would like to thank the committee for inviting student teachers here today. I think it is a big step forward when we are included in a conference like this, that deals with something we are extremely involved in right now. It was interesting, as I was walking around listening to the groups this morning, to hear one group say that the problem with cooperating teachers is that they are "defensive, insecure, unable to share their classroom, students, perceptions and evaluation with another colleague". And the one criticism I have to make of this conference, and perhaps of the student teaching experience itself, is that it is very true. When I, as a student teacher, walk into a classroom with an associate teacher, I am on a STUDENT teacher, not student teacher, relationship with that associate. And quite frankly, I find that attitude here today, walking around, listening to the groups. Students would offer suggestions. "Yes, but you're not in the profession yet, so you don't understand the whole story"... "But we are here for reasons, we have something to say"... "But we are in the system."

So now that I have hit you with that, I will go on to what I have heard students say and what I perceive to be some of the problems, bearing in mind that I am not a member of the profession as yet. We were all invited at the beginning of the conference to speak our minds, so I am taking that seriously. Dr. Wilson outlined the concerns of student teachers before we get out into the schools. "What are we going to wear?" That was the big thing around the faculty. What do you wear, what if they don't show us to the lunch room? How true, Doug. You don't know how disconcerting it is. Those are the kinds of concerns you do have, if you haven't been in a school for a long time. And a lot of the student teachers haven't been in a school, it is very true. So the welcome of the student teacher is very fundamental in a school. I assume that the associate teachers who are here today are probably for the most part extremely good ones, just by the fact that they are here. But that is often the thing that sets the key to your stay in a school. How welcome are you there, and what kinds of things can a school do for you? How willing are they to accept you into their school?

Anyway, the problem that we were dealing with today was that of modelling. We talked about the Robinson Crusoe Model and the laissez-faire model and also the ying yang model. We, as student teachers, recognize that you, as associate teachers, have a responsibility to those students, those children in your classroom. Your prime responsibility is to educate them. And we are not asking you for one moment to forget them. But when you accept a student teacher into your classroom, you are accepting another responsibility. And that is to allow us to find out what our strengths and our weaknesses are.

If we are to simply follow your routine, your method, we can recognize that. Children, especially in the elementary schools, go crazy without their routine. We are not unaware of that fact. But we have to be given the chance to experiment for ourselves if we're to function as teachers at the end of our stay at the teachers' colleges or the faculties of education. Without that latitude, without that experimentation, we cannot be expected to develop our own satisfactory teaching styles, nor can we be expected to know our strengths and weaknesses. And we won't learn by imitating exactly what you do in your classroom, where everybody already knows your approach and responds to you. Otherwise, you probably wouldn't be using that approach.

Doug was more than sympathetic to the problems of the student teacher; however, you have to realize that we are under a lot of pressure, as much pressure as you are under to function as helper, supervisor, evaluator and educator to your students. We are learning, and yet we are conscious of the fact that we are being evaluated all the time we are performing. And unfortunately, the one thing that we have all mentioned is the job situation, but that is a fact this year, and especially in Ontario. I have tried to talk to students from other provinces, but I haven't met with all of them, and so I don't know what the job situation is everywhere across Canada. But, certainly here, we are aware of the fact that practice teaching marks, even though we are trying to get away from marks in the faculty of education, are really important in getting a job. And so the pressure for us to do a more than adequate job is really tremedous. Sometimes, you forget that the way to do that is, not to imitate, but to remember that you are trying to learn to teach kids, rather than to perform. That is the kind of pressure we are under, that is why we are talking about formative and summative evaluation which is the next thing I would like to talk about. We recognize, too, that there is going to be summative evaluation. Of course, as you say Dr. Wilson, that's how you determine whether or not we should be allowed into the teaching profession. But, as Doug pointed out, that formative evaluation, that constant feedback that the student teacher gets from his associate teacher, is so important. Certainly, from my own personal experience, it takes away from the tension that can develop if you don't have that kind of working relationship between an associate teacher and a student teacher. Without that kind of feedback, you don't know where you stand. Believe me, getting that final evaluation on the last day is a tramatic experience. At the best of times it is always tense, but if you know where you are going, and what you can do, and what the associate teacher thinks of you, it makes the whole experience an awful lot easier and quite frankly a lot more educational. You learn more if you know what you are doing wrong; you feel more confident if you know you are doing right.

I would also like to talk about supervision versus evaluation. It seems to me we are asking a lot of our associate teachers to supervise and evaluate both. We recognize that there are supervisors and that we are to learn from them the practical experience of being in a classroom, but they are also our evaluators. Let me tell the story that I heard from an associate teacher that I was lucky enough to be on friendly terms with. She told me during my first week in October at the faculty that the first week is non-evaluative, and the second week is. During the first week, she had a super time with her student, they got along really well, they were having a wonderful relationship and going out to lunch and dinner together. As soon as the second

Monday came around, however, the evaluation started and the barriers went up. The relationship was changed and the tension was there. And I thought that was very sad, but something, I think, which we should all keep in mind. It is something that is going to cause problems, and maybe that's where we should look with some degree of concern. How can we define those roles and recognize the limitations of each? Also, there is one thing I would like to mention here. I know that at our faculty, and in some of the other faculties, students are all in school for half a day or a whole day every week. It may be evaluative, or it may not be. Ours is non-evaluative and, quite frankly, I learn an awful lot in that half a day when I am in the classroom playing with the kids and having a good time and helping out. From the point of view of my own experience and of student teachers I have talked to, that is where they learn a good deal and are able to work in a practice teaching session. It is a lot easier because they know what they are getting into before they go out to their practice teaching session. They have at least been in a school, a classroom, before.

One other thing that was brought up this morning was the question of self-evaluation of student teachers. I have not talked to any student teachers about this, but as far as I am concerned, it would be an invaluable experience to ask a student teacher to evaluate his/her own experience. Because having to put yourself through that process of analysis and evaluation causes you to recognize an awful lot more clearly your own limitations and strengths and may help to work out some of the problems that we seem to be looking at with associate teachers now. If you have to do your own self-evaluation while you are going through, you know what it is like and you know what kinds of things you think about, and maybe that kind of thing, that kind of experience, could help. Certainly, it would help if you could compare the two results.

One thing I would like to mention again is the involvement of the troika -- student teacher, faculty advisor and associate teacher -- in deciding where the placement should be and what criteria should be set up. Again, I am at loss, because I have only one experience to draw from. Certainly, in our faculty, and I would assume in most faculties, the student teacher begins with a very limited say as to where he is going to do. But as time progresses you have more and more say about where you are going to be placed. We have a new system working at the faculty this year, called the Practice Teaching Centre, which allows a student to return to a school for another two-week period, or even return to the same associate. I am all for something like that, because it would give me the chance to see how the pupils have progressed during the year. That is certainly an area of student teaching that we are perhaps not looking at carefully enough. It is something of concern to student teachers, the progress children make in a class over the year.

Finally, there are two areas that nobody has addressed today, but which you cannot overlook, although I don't think you can measure them. One is the desire to teach a particular subject area, and the other is the desire to work with people and with children, the desire to educate. Without those two things, I don't think you can make a good teacher. I couldn't see myself teaching English, or even elementary school kids, unless I really wanted to or was doing a really good job of it. I don't know how we can evaluate these things, but quite frankly I think they have to be an important part of the practicum, if not the most important.

MOST IMPORTANT QUESTIONS FOLLOWING THE PANEL

Question

I would like to ask Jill Foster to expand on her comment about defensiveness. Is she suggesting that our opinions are not listened to?

Foster

I will try to clarify that because it could be a touchy point. No, I am not suggesting that our opinions are not listened to. Certainly I would not be up here if they weren't listened to. All I am saying is that I have noticed a defensiveness among teachers and administrators when a student criticizes. I think you notice it when you go into a school, that teachers close their doors when they are in their classrooms. It is a very private relationship between the teacher and the students. When we criticize, we very often put the associate teachers on the defensive immediately, and that is the point I am trying to make. We have to get rid of that defensiveness and just be open with one another. I am not trying to downgrade professional teachers, but students do have some things to say, and we could have more interchange without this defensiveness.

Question

Have you noticed any defensiveness at this conference?

Foster

No, I haven't noticed it at this conference quite frankly. That is why I mentioned it.

Question

I am going to be different, I am going to ask a question. My name is Jim Krafchik, I'm an associate teacher, and I get these people from OTEC. One of the things that bothers me is that we are talking of human relations. When I know that I am getting a student teacher, I would love to talk to the student teacher ahead of time; I would love to get in touch with him or her. This question, then, is directed towards Jill, towards faculty members and towards the associate teacher on our panel: Have you ever tried to contact the associate teacher, have you ever made any arrangements whereby the associate teacher can reach the student teacher, and has the student teacher ever tried to reach the associate teacher? If so, why, and if not, why not?

Foster

My answer will be related to our own faculty of education. Yes, I have in one instance met with my associate teacher beforehand. At the faculty of education, however, we have an agreement with our associate teachers; we don't talk to them beforehand, and they don't talk to us beforehand. That is just the way it works at the faculty. Personally, I feel very uneasy about not talking to my associate before I arrive on Monday morning at 8:30 and sit in the staff room for half an hour waiting nervously for someone to come and claim me. I think it would be a good thing, but again it is a question of time.

London

Contacting an associate prior to the assignment has always been a problem, simply because we cannot get unanimous consent from all associates on the matter. Some associates welcome it, even demand it. In one of our practice teaching sessions we tried to solve the problem by arranging a meeting between the student teacher and the associate on the Friday prior to the beginning of practice teaching. This is a problem, and I don't think it is as clearcut as Jill states. For example, in a school which is going to receive, say, 50 student teachers, associates find it difficult to handle the calls from all the students. The school switchboard has a difficult time coping with that problem. But certainly it would be an ideal state if all associates did agree to respond or there were some other means by which the students could contact the school prior to the assignment.

Scott

I have never contacted a student teacher, although I have been contacted. The essence of the conversation is usually, What class will I be teaching and what books are you using? I am not sure that type of conversation does anything to reduce the anxiety of the student teacher; if it does, I don't mind if somebody gives me a call.

Question

I would like to turn the spotlight on Mr. Scott. He raised a very interesting issue which he didn't have time to develop. I wondered if he would like to comment upon it. He was speaking of the supervisor as being a member of a reluctant profession. What, Mr. Scott, is the basis for associate teachers being reluctant to be assessed; what creates for them a difficulty in playing the role of evaluator? I know that you felt that the two roles were not necessarily contradictory, that one could be both a helper and an assessor.

Scott

I am not sure of the question, because I think you are confusing what I said about student teacher evaluation of the associate teacher with what I said about seeing no problem for the associate in being the helper, supervisor and evaluator. Now, if your question is, Why are we, as associates,

reluctant to be evaluated?, I would say that it seems to be a characteristic of our profession. As Jill said, a lot of us, when we are in our classroom, close the door and so into our own little world. We don't like criticisms. I think it is a personal thing. I would suggest that if somebody is confident in what he is doing, he won't fear evaluation by a student teacher. As a matter of fact, I am rather for it. I know I've just opened up a can of worms. But let me qualify that. If you get a personality conflict, or similar pressures, this will affect the evaluation given to the teacher, and it may not be valid. However, I am also very conscious of upgrading my own work, and if I can get some positive feedback and constructive criticism, I'm all for it.

Question

My question is addressed to Jill. You seem to give a lot of importance to the marks you get from the practicum. Is this a reflection on the rest of the teacher education program and its system of evaluation, which according to you is disregarded by the employer? Are the marks they look for only your marks from the associate teacher?

Foster

I must apologize if I have given that impression. Right now our faculty is going through board visits, and I am in the particularly unique situation of having to organize all this occasion and give out applications to students. Consequently, I know that what students at the faculty are most concerned about right now is the practicum marks. The irony is that at the faculty of education we don't include the marks on the practicum. Thus, when we talk about marks we mean the anecdotal evaluations, which are preferable. That does not detract from the rest of the teaching education system, but it certainly is important. I think I could safely speak for the majority of student teachers in saying that they feel they have learned the most in the schools. Certainly it is the criticism that is most often levelled at teachers' colleges and faculties of education: Why do we have to come back here, when we learn so much more in the school? I must be very quick to add that I don't feel that way myself. In fact, right now I am far more interested in my theory courses than in my practical course. But, it is a problem, especially when the boards come to the faculty and say, that's how you get a job, if you have good practicum marks. If that is where the concern is right now, that's because of the current situation at the faculty more than anything else.

Scott

I have a comment. I am very glad to see that in Toronto they have taken the grade off the evaluation form the student gets, because that is the form that the student will xerox and send out as an application form. And I will tell you a little secret. If we are looking for a physics teacher and we've got a stack of application forms, I will do a bit of screening ahead of time. Formerly, I used to use those grades, and so they were very important. But now, with that grade off the evaluation form, I am forced to read the comments. I think it is a very positive step forward.

Question

I know we have moved pretty far away from the ideal of communication, but I would like to get back to it. I know that something has been tried in Sudbury and is being done right now to help the associate teacher and the student teacher get together. At the beginning of the year there is an ideal situation, because the school year begins earlier for elementary than for university students. Therefore, we ask the student teachers on a voluntary basis to go into the elementary schools and to assist some of the teachers to prepare for the beginning of the year. In that way they would get to know the associate teachers, they get to know the whole staff and they get to know some of the students, prior to coming back to that school for their teaching sessions. I believe this is a great help to them.

Question

My name is Joy Mannette. I am a classroom teacher, but I am not an associate teacher, or a cooperating teacher, probably because I am not experienced enough to deal with a student teacher, since my practicum is only two years behind me. In that way, I can sympathize with some of the remarks that Jill has made. Perhaps I could give a little bit of advice to Jill and to her colleagues. "Go softly. All things will be made clear to you." I was noticeably impatient as an education student. Perhaps I got a few hard knocks that I could have avoided, but it was interesting to confront my faculty advisors and so on. I never had too many problems with the master teachers; they were all very sympathetic. The other remark I would like to make is addressed to Mr. Scott. I was so relieved to hear somebody mention pupils, since they are so affected by what goes on between a student teacher and a master teacher. There were student teachers at my school this year, and we tried very hard to prepare the pupils, in order to make it easier on both. I think anybody who has had a student teacher would realize how important this is, so I am very glad that you have brought that up.

Foster

I would like to comment just briefly on that. That's an interesting point. After the first two weeks in my first practice teaching session, my associate marched me into a classroom and I sat in front prepared to take the class. Then she said, "I've changed my mind; I think what we will have today is a class evaluation. Is that all right with you, Jill?" What can you say in front of a classroom full of kids? She had the class evaluate me, and quite frankly, that was probably the most intensive learning experience that I've ever had, listening to what the kids had to say about how I taught. I guess it took a lot of courage, and I was pretty scared. However, I agree that kids have a lot to say about teaching and teachers. I think, after all, you are quite right. We student teachers realize that if we walk into situations where there is a good rapport between class and teacher, we have a better chance of having a good rapport with the class as well.

Question

I would like to get back to this question of how important these forms

are in getting a job.

Scott

I would like to react to that. Having looked at a number of applications from student teachers, I would say that there are probably four or five different types of evaluations. It is surprising the patterns which occur in one or another. What is someone who is involved in hiring teachers going to use, if he doesn't know the people involved, the associates and the principals of those schools? I find the same comments tend to come up time after time. If you see the same comment five times, for example that so and so has trouble with classroom management, you begin to think, well, maybe this teacher does have trouble controlling his classroom.

London

Because the school board places a lot of emphasis on the practicum results does not mean that the other part of the program is not important. And I would hope that the other part of the program, methodology and foundations, would have an influence on the practicum results. Some effect immediately, and some effect in shaping that person's thinking in terms of the type of teacher that he will become three, four or five years later. I think the board uses the practicum results as a matter of convenience. I think if they had the other information at the time they were interested in hiring, which is say in the spring of the year, they would look at that other information. Because practicum information is available to them in the fall, with additional information available in January or February, they tend to use that information. But they would also use the other information if it were available. However, that is why the practicum results are so important. Moreover, that is the practical application of your studies, and therefore, extremely important. However, any hiring agent, I am sure, is interested in all other aspects of your performance, whether it is in the faculty of education or in university. I would say that the person who investigates all those aspects, plus others, would be doing a good job in hiring, and would be making a fairly good selection with the maximum of information.

Question

I have a question. I am also from Ontario. And what bothers me is that the boards seem to do their hiring so early in the year, before much evaluation has taken place.

McKague

Perhaps I could comment briefly. This is a problem that the CTF Teacher Education Committee as a whole has looked at. I think the problem is not unique to Ontario, although it is perhaps more prevalent here because of the large numbers of students who are in that kind of situation. However, there is a proposed CTF policy statement suggesting that the student should have had sufficient practical experience for an adequate evaluation to be made before that person is hired by a school board. We hope that this problem can be rectified in the future.

APPROACHES TO THE EVALUATION OF STUDENT TEACHERS

PHYLLIS P. SHAPIRO
Fanshawe College

Student teacher evaluation is a special case of the broader problem of teacher evaluation. I will begin with considering the more general area.

Due to a variety of external pressures, such as the state of the economy in our society and the surplus of teachers at every level of instruction, educators have felt the need to come to terms with accountability in the classroom. Difficult policy choices have to be made, and the responsibility, shared by all who are engaged in the educative process, includes the assessment of teacher competence. Thus, the administrator is looking for knowledge of teacher effectiveness in order to make decisions about hiring and firing, and the teachers' associations have an interest in the same issue as they begin to consider the standards of their own profession. The instructional supervisor or the teacher himself/herself wants to know what instructional procedures are most likely to prove useful in achieving certain instructional ends with given students; and the researcher's purpose is to describe accurately what teachers do, searching for associations between theoretically or empirically derived variables and student learning.

The four major approaches used for assessing teacher effectiveness are (1) student ratings -- an approach now widely used at the post-secondary level but not nearly so common in the elementary and secondary schools; (2) criterion-referenced evaluation -- an attempt to measure the change in student growth toward explicitly defined objectives -- a relatively new and promising means of faculty evaluation; (3) classroom observation -- the traditional and most widely used approach in the elementary and secondary schools, and (4) self-evaluation -- an approach that has not been widely studied.

I would like to argue that relative to their value for the assessment of student teaching, these four approaches are not equally promising. Thus, for example, although student ratings have advantages such as (a) the ease with which feedback can be collected, (b) the provision of a large data base, and (c) more consequential student participation in the educational system, the generally artificial appeal of novelty in the classroom make this approach less valuable in the evaluation of student teachers.

The case for criterion-referenced evaluation is more complex. It is intuitively appealing to claim that the ultimate criterion for teacher compe-

tence is his/her impact upon the learner (AERA, 1952, Austin & Less, 1966; Biddle & Elena, 1964; Cohen & Brawer, 1969). That is, an effective teacher is engaged in interactive behaviour with one or more students for the purpose of effecting a positive change in those students. The change, whether attitudinal, cognitive, or motor in nature is intentional on the part of the teacher. Therefore, it would seem reasonable to focus attention on student achievement in evaluating teacher effectiveness. There are, however, certain reservations in accepting positive pupil change as the chief criterion of teacher effectiveness, and these have arisen from both the technical problems and the philosophical considerations encountered in assessing learner growth. The technical issues include (a) concerns about the adequacy of measures for assessing a wide range of pupil attitudes and achievement at different educational levels and in diverse subject matter areas (Flanders, 1965); (b) failure to account for instructional variables that the teacher does not control (Musella, 1970; Smith, 1967); and (c) unreliability in the results of teacher behaviour -- i.e. inconsistent progress of pupils under the same teacher (Lawler, 1964). Some of the philosophical concerns are (a) questions about the selection of desirable changes to be sought and observed in learners (Brown, 1966); (b) value differences in preferred techniques of researchers such as the importance of differentiating between a description of what teachers do and what they should do (Bellack & Lavitz, 1965) and (c) the need for more knowledge about those teaching behaviours through which pupil gain can be maximized.

All of these problems become even further compounded in the assessment of student teaching because of (a) the collapsed time framework within which the student teaching practicum is generally carried on, and (b) the fact that in most student teaching contexts, the instructional responsibility is clearly shared with the associate or master teacher. Therefore, I would suggest that criterion-referenced approaches are not truly viable opportunities for the evaluation of student teachers.

This brings us to the most traditional of approaches -- classroom observation. In reviewing the research in this area, I have found several studies to show that specific teaching behaviours - behaviours that are observable in classrooms -- are, in fact, related to student achievement, i.e. there are specific teaching behaviours which are correlated with student achievement (Barak Rosenshine, University of Illinois). This, I would urge, offers considerable potential for the evaluation of student teachers, for although we cannot -- for the reasons outlined above -- effectively focus on student outcomes, we are able to take the next best approach and focus on those teaching behaviours which have been shown to be related to these student outcomes.

What Are These Teaching Behaviours?

The eight variables which have been frequently found to have some relation to student achievement are: (1) clarity or organization; (2) variability (Rosenshine, 1971) -- that is, flexibility in procedure, adaptability, use of a variety of teaching materials in teaching; (3) enthusiasm -- a teacher's involvement and excitement in a lesson including such characteristics as movement, gesture, and voice inflection; (4) task-oriented or business-like behaviour -- usually defined as achievement oriented, responsible as opposed to evasive, or steady vs. erratic; in this context, teachers were scaled as to whether they were more concerned that students were

learning something than whether the students were enjoying themselves; (5) use of student ideas; (6) use of structuring comments -- are ideas and concepts discussed in terms of some "gestalt"? Is there some attempt to present an overview of what is about to happen or what has happened to date? (7) multiple levels of questions or cognitive discourse -- are all levels of Bloom's taxonomy used in posing questions and discussing ideas?

All of these seven variables have positive relationships with student growth; that is, the more evident their presence in the classroom, the greater the expected student achievement. The eighth variable, use of criticism, has a negative relationship with pupil growth -- the harsher the criticism, the less likely student growth becomes.

What are the implications of these results for the evaluation of student teachers? These data reveal those teacher behaviours which associate teachers can use to focus their efforts in helping the student to mature professionally through the practicum experience despite the limitation imposed by the brief time span.

It is not that I really believe that classroom observations cover all the relevant student teacher behaviour. The antecedent behaviours relative to lesson preparation as well as the extra-class facets of a teacher's professional life are clearly ignored. Nevertheless, I do believe that appropriate classroom observation does focus on the more critical of the many variables that might be considered.

In general, I would suggest that at least in the early and middle stages of the practicum, attention be placed on formative evaluation, i.e. the collection of data for the purpose of assisting in further professional development. Summative evaluation, the collection of often similar data, but for the purposes of some final assessment, should be entered into only in the final practicum phases. In both cases, I would advocate a "teaching for the test" approach relative to the teacher behaviours stressed in the research. That is, the associate teacher should insure that the student teacher is aware of those behaviours which are thought to be vital, and then both the master and the student teacher should plan toward a variety of occasions on which such behaviours can be demonstrated. As a side benefit, this arrangement would clearly help in establishing an honest rapport in which the two teachers can work together toward commonly understood objectives. As stated by the Ontario Teachers' Federation publication, Voices, "In teaching, more than in any other profession, human relations must take precedence over methodology".

It is worth stressing that the mutuality of this understanding between the associate teacher and the student teacher is important for the professional integrity of both parties. Professor Sorenson (1967), for example, asked 163 student teachers to "list" the things you would tell your best friend to do in order to get a grade 'A' from your associate teacher. The responses indicated that a high rating was perceived as dependent on:

(1) doing as one was told
(2) preparing lesson plans in advance

(3) fawning and cultivating the supervisor -- having coffee with her
(4) keeping absolute control of the class at all times
(5) using an inductive approach to teaching
(6) giving extremely explicit directions.

You and I may disagree on the relative value of each of these behaviours in a student teacher, but clearly what is not professionally acceptable is any undue ambiguity in the statement of the objectives we wish to encourage.

Given this mutual understanding of the teaching behaviours to be observed, what other guidelines come into focus in terms of the procedures and instruments that might be appropriate for this kind of classroom assessment? In responding to this question it must, of course, be understood that the associate teacher does not command the time necessary to very complex observational systems. With this constraint in mind, I would suggest that three guidelines be considered. These are (1) the contexts for classroom observation, (2) the differentiation between observation and judgment, and (3) the evaluation system itself.

In terms of the contexts of evaluation, it is important that student teachers be observed frequently and in as wide a variety of situations as possible. Thus, both large group and small group instruction should be observed. Lecture/discussion as well as laboratory type classes should be seen, as well as work with various student groups which differ in terms of the range of academic talent. There is, of course, no reason to assume that the desired teaching behaviours will be equally present in all of these situations. Indeed, the fact that they will generally not be provides in itself an excellent opportunity for diagnostic evaluation of and assistance to the practice teacher.

The second guideline is simply to stress to teacher evaluators the difference between observation and judgment. For our purposes, the distinction is that observation is the recording of an observed behaviour while judgment is an inference made on the basis of such observation(s). "Teacher reads aloud", "Teacher praises student", or "Teacher outlines the lesson to the class" are all observations. "Teacher handles class well", "Teacher is organized", "Teacher has a grasp of the subject matter", or "Teacher lectures well", are all clearly judgments or inferences based on observations. Both observations and judgments are, of course, useful to the student teacher assessment process, but wherever possible, we should: (a) distinguish carefully between these two, and (b) begin by recording our observations so that, with the student teacher, we can carefully go through the steps that lead from these observations to the final judgment which we must make.

How are our observations to be recorded? What is the technique for using direct observation for studying teaching? I would suggest that the model of the Category System is the most useful in this regard. A category system is simply a list of behaviours to be observed -- generally varying in number from four to twelve and with each behaviour corresponding to a single category. Each behaviour is defined as precisely as possible in observable terms, and the evaluator's task is simply to prepare a frequency count of the number of times each behaviour occurred over the period of observation. Such category systems

are useful because: (a) the format can be used for any set of behaviours or judgments considered to be worth recording, (b) it provides a teacher with feedback on his/her behaviour, (c) it gives a teacher a set of procedures by which to categorize instructional activities, and (d) it provides a teacher with behaviours and activities which he or she can model during instruction. What, indeed, could be more appropriate in terms of the way in which we have conceptualized the student teacher evaluation problem!

Over the past twenty years, a large number of category observation systems have been developed. In Mirrors for Behavior, Simon and Boyer's 1970 anthology of classroom observation instruments, more than one hundred category systems are described, at least ten of which were specifically developed primarily for teacher training, and, in addition, several authors have attempted to develop systems which the teacher could use to monitor his or her own behaviour without depending upon outside observers.

The best known of the Category systems is the VICS - The Verbal Interaction Category System, developed by Flanders and his associates. This system starts with the obvious assumptions that either the student or the teacher may be talking and that the talk may be initiating an interaction or in response to an interaction initiated by another. In addition, the purpose of the teacher's initiation or response and whether the student's interaction is with the teacher or another student, can be indicated. Then, if the self-explanatory categories called silence and confusion are added, we have the following 11-category system:

Teacher Initiation

1. giving information
2. giving directions
3. asking questions

Teacher Response

4. accepting (in a positive, encouraging manner)
5. rejecting (in a negative, discouraging manner)

Student Initiation

6. with the teacher
7. with another student

Student Response

8. to the teacher
9. to another student

Other

10. silence
11. confusion

This system is widely and usefully used. In fact, a special adaptation of it designed for the observation of student teachers in physical education has recently been developed by John Cheffers of Boston University.

If, on the other hand, there is a need to observe non-verbal behaviour, I would recommend the category system developed by Alice Love and Jessie Roderick. This system is an event one. Each time a non-verbal behaviour occurs, it is tallied once, regardless of the length of time it takes to complete. When the observation is complete, there is a record of the pattern of teacher non-verbal behaviour, but not the sequence of the behaviour. The categories themselves are:

1. Accepts student behaviour
2. Praises student behaviour
3. Displays student ideas
4. Shows interest in student behaviour
5. Moves to facilitate student-to-student interaction
6. Gives direction to students
7. Shows authority towards students
8. Focuses students' attention on important roles
9. Demonstrates and/or illustrates
10. Ignores student behaviour.

Using these categories, two ten-minute sessions of a lesson taught by the student teacher are tallied, and the resulting profile discussed.

A third system -- one which I have found particularly useful in the student teaching context -- concentrates on the type of motivational devices the student teacher uses in his/her lessons. In this sytem, the eight categories are:

1. Teacher arouses curiosity
2. Teacher points out relevance
3. Teacher shows enthusiasm
4. Teacher acts as co-inquirer
5. Teacher praises effort
6. Teacher challenges class
7. Teacher refers to exams
8. Teacher threatens class or individuals.

It is true that these categories are a rather ambiguous mixture of direct observation and inferential judgment. Nevertheless, Hunter (1973) has demonstrated that the system can be very helpful in focusing the student teacher's attention on a number of behaviours known to be related to student growth.

The possible variations in category systems would appear to be endless. I am now working on a system that focuses only on the kinds of questions which a teacher uses. As presently developed, there are five categories. These are:

1. Questions which are likely to be answered only by recall or guessing
2. Questions which help the pupil to reason
3. Questions that promote different kinds of reasoning
4. Questions which provoke careful observation
5. Questions designed to stimulate the imagination.

Clearly, these particular categories need further clarification and definition before their empirical use can be recommended. I mention them now only to illustrate the range of possibilities and to suggest to each of you that you need not rest content with available schemes. If those available do not suit your special purpose -- create one that does! I would advance only three cautions: (1) select behaviours for which there is some evidence -- no matter how indirect -- of a relationship to pupil growth, (2) try to develop a set of categories which are mutually exclusive, and (3) ensure adequate observer reliability by practising the system before using it in a formal evaluative setting.

At the beginning of this talk, I referred to four general approaches to teacher evaluation. These were pupil ratings, criterion-referenced measurement, classroom observation, and self-evaluation. I indicated that, in my opinion, neither pupil ratings nor criterion-referenced measurements were particularly appropriate to the student teaching situation. Classroom observation, on the other hand, I felt was particularly appropriate in that it presented an opportunity to observe in the student teacher those behaviours which are known to bear some relationship to learner outcomes. Further, I suggested that the category system approach to such observation would be the most profitable and accessible to the associate teacher. This leaves self-evaluation as the approach that I have yet to consider.

There are a number of ways in which self-evaluation might be used in the evaluation of student teaching. If one considers that the student teaching practicum has two major purposes, i.e. the opportunity to demonstrate resourcefulness as a teacher in a real school setting, and the opportunity to experience the transition from the student role to the teacher role through exposure to the idealogies and value systems of the schools, it is to the latter purpose that self-evaluation might particularly pertain.

Many investigators report a downward shift in attitudes following both student teaching and regular classroom teaching experience. Since no parallel shift is seen among teacher education graduates who are not teaching, the question arises as to whether the student teaching experience is somewhat counter productive in leading some promising teachers to careers outside the classroom. It is in this kind of situation that I believe that the self-evaluation or self-report of a student teacher would be most helpful. As an example, I can refer to a recent study of my own in which I explored the relationship between the student teacher's satisfaction with the classroom and the assessment of the student teacher's classroom performance by the master or associate teacher.

In this study, each of fifty master teachers was asked to relate his

intern's overall classroom performance as either unsatisfactory, marginal, below average, average, above average, or outstanding. Each of the student teachers was then asked to respond to a 32-item questionnaire designed to measure the degree of satisfaction with the student teaching experience. Analysis of the resulting data indicated that the greatest satisfaction was expressed by student teachers toward the middle of the grade distribution while much lower satisfaction levels were characteristic in interns seen as either very poor or excellent by their master teachers.

The analysis of the questionnaire items themselves, however, revealed that although the poor and excellent student teachers were equally dissatisfied, the nature of their dissatisfaction was quite different. The "high" group reported -

"The master teacher was not critical enough"
"I was made responsible for the class too late"
"The college supervisor was not critical enough"
"The school's regulations were vague"
"My teaching assignments were not varied enough"
"My own plans were not used often enough"
"The classroom atmosphere was too teacher-dominated"
"Student teaching should be better organized"
"The master teacher was unable to find enough things to keep me busy"
"My master teacher was too subject- centered".

The low group's responses were quite different as evidenced by -

"The master teacher was overly critical"
"I was made responsible for the class too early"
"The college supervisor was too critical"
"The school's regulations were unnecessary"
"My teaching assignments were too varied"
"My own plans were needed a little too often"
"The classroom atmosphere was too easygoing"
"Some other activity should be substituted for student teaching"
"The master teacher was not considerate of the amount of outside work I had to do"
"My master teacher was too child-centered".

Whatever the implications of these data are -- and there are several possibilities -- the relevant point for us at this moment is that self-evaluation and self-report material can act as a very useful corrective to the limitations of any set of behavioural notations. The phenomenology of the student teaching experience must be seen as central to the professional self-image of the student teacher, and it is to this issue that the approaches in self-evaluation can be directed.

In considering student-teacher evaluation, I have attempted to examine the research evidence in discussing advantages and limitations of several of the more widely used measuring techniques. Included in some of the practical

suggestions I made for more accurate decision-making about student teacher competence are -

1. Observational instruments can be used effectively when student-teacher behaviours related to student growth are clearly specified and the data is systematically collected.

2. Attention can be focused on both formative and summative evaluation with a special emphasis on formative evaluation for purposes of assisting teachers in professional development.

3. A mutual understanding or rapport is essential in an effective relationship between student and associate teacher.

4. The contexts of evaluation should be sufficiently broad to include a wide range of alternative situations to assess performance.

5. In the examination and creation of measuring tools, teacher evaluators should be sensitive to the differences between observation and judgment.

6. It is important to use a variety of observational instruments, many of which can be adapted to suit the specific purposes of the evaluator.

7. Student teacher satisfaction with the clinical experience is a salient factor for consideration in providing the evaluator with helpful information.

I am optimistic about future developments in student-teacher evaluation as the teachers of today more than ever before are testing research hypotheses pertaining to assessment in a concerted effort to improve teaching-learning behaviour.

L'APPRECIATION DES ETUDIANTS-MAITRES

PHYLLIS P. SHAPIRO
Collège Fanshawe

EXTRAITS

Les quatre moyens principaux d'apprécier l'efficacité des enseignants sont: (1) le classement de l'étudiant; (2) l'appréciation en fonction d'un critère; (3) l'observation en salle de classe; et (4) l'autoappréciation. J'entends soutenir que, compte tenu des contraintes de la situation normale de l'étudiant-maître, les quatre moyens précités ne comportent pas les mêmes promesses de succès. Dans ce contexte spécial s'inscrivent de sévère limites à la fois dans le classement de l'étudiant et dans l'appréciation en fonction d'un critère. Toutefois, l'observation en salle de classe -- bien que ce soit le plus traditionnel des moyens -- devient parmi les quatre le moyen le plus prometteur considérant la nature de l'enseignement pratique et les conclusions d'une récente recherche.

Cette recherche révèle en effet que certains comportements de l'enseignant sont liés au succès de l'étudiant. Puisque l'enseignement de l'étudiant-maître fait que généralement il soit impossible d'observer directement son apprentissage (c'est-à-dire l'apprécier en fonction d'un critère), les conclusions de la recherche permettant alors à l'enseignant adjoint de s'en rapporter à l'autre meilleur moyen et de se concentrer sur les comportements qu'on a trouvés rattachés aux succès de l'étudiant.

Etant donné l'entente commune -- entre l'enseignant en poste ou l'enseignant adjoint et l'étudiant-maître -- sur les comportements à observer de l'enseignant, un certain nombre de lignes directrices apparaissent quant au processus d'observation même. En premier lieu, il importe de fréquemment observer les étudiants-maîtres au cours de bon nombre de situations. En deuxième lieu, l'enseignant adjoint et l'étudiant-maître doivent, d'une part, distinguer entre une observation et, d'autre part, la conclusion qui se dégage de cette observation. Enfin, je proposerais que le modèle d'un Système de catégories constitue le moyen le plus utile de porter au dossier les observations elles-mêmes. De tels systèmes -- dont l'exposé apporte certains exemples -- sont utiles parce que a) leur cadre peut servir à tout ensemble de comportements ou de jugements propres à retenir; b) ils pourvoient à une rétroaction; c) ils procurent à l'enseignant un jeu de méthodes par lesquelles il peut classer les activités de l'instruction; et d) ils apportent à l'enseignant des comportements et des activités que l'on peut monter en modèles au cours de l'instruction.

Le présent exposé se termine en résumant comment l'autoappréciation peut

aider l'étudiant-maître dans le processus d'appréciation. Il peut servir de correctif utile aux restrictions inhérentes à tout ensemble de notations du comportement et il accorde l'occasion d'évaluer l'enseignement pratique en fonction de la transition du rôle d'étudiant à celui d'enseignant puisque ce dernier est alors exposé aux idéalogies et aux systèmes de mérite des écoles.

REFLECTIONS ON THE EVALUATION PROCESS

ROBERT L.R. OVERING
York University

It seems to me that the essence of Dr. Phyllis Shapiro's remarks is that we need to provide some kind of logical sequence for evaluation, as follows. First, a framework must be established; only then can we observe and gather evidence; not until we have that evidence can we form a judgment based on the evidence; and only when we have made our judgment, can we assign a grade value to it. In my remarks this morning I shall try to talk to each of these elements in turn.

As I visited your discussion groups this morning, I saw you struggling with the task which Phyllis had given you of differentiating observation from judgment. As it is fundamental to her model we should spend a minute discussing it. It seems to me that observation is what gives us our evidence, and that the evaluation we make of that evidence reflects our judgment. That is such a common sense way to differentiate observation and judgment that I hesitate to put it forward. But the fact is that the task she set you did present a genuine problem. Some of you handled it very well. Others, I think, really had trouble with it. But I wonder how many groups, successful or unsuccessful, really thought they were given something new and different to do. I wonder how many people, as they attempted to differentiate between observation and judgment, said to themselves: "Well that's what I do in any case. I walk into a room. I sit and observe a student teacher. I see him do certain things, and on the basis of that observation, I write down comments such as, 'excellent control', and 'well prepared'." In other words, most of us, when we write a judgmental statement on an evaluation form, base it on a direct observation.

Now if that is what we do in any case, the possibility exists that what Dr. Shapiro is saying may not be very new or important. It seems to me, however, that if you recognize that she is a psychologist and is trained in psychological methods, then you may realize that she is saying something that is a little different from common practice. Phyllis has suggested that we need a framework which will identify the data that we should collect and she has proposed that this framework be based on eight generalizations which indicate that certain specific behaviours of student teachers (and teachers generally) are positively related to pupil outcomes. Now, let us take teacher clarity, which was the topic of one of her generalizations. Each of us after observing a student teacher, might record that he gives (or doesn't give) clear directions.

Is Phyllis suggesting that we do something different from this and perhaps more than this? I think she is and that <u>in toto</u> she is saying some-

thing like this. First, the framework must be decided upon and agreed to by the participants. Let me just identify the participants and try to arrange them in some kind of hierarchy (a hierarchy with which you could well disagree). The framework must initially be proposed by the faculty, but it must be modified by the associate teacher, and to some extent by the student. In other words, the faculty teacher, the associate teacher and the student must all have some input into the framework.

In any case, let us assume that we have arrived at a framework which all participants agree to (although I don't think that is something to be assumed lightly, because of the very real problems of arriving at mutually agreeable and commonly understood frameworks). Next, imagine that I, as a supervisor, observe the student, conclude that he is confusing his pupils, and tell him this in the post-observation interview. However, he may not be convinced that he confused them because, being quite clear in his own mind what he was doing, he is unlikely to perceive that he actually was confusing. To illustrate my point: If you ask someone for directions, most of the time you get very confused statements. With luck the directions will get you from point A to point B, but en route you find that the speaker omitted to mention a couple of turns, intersections and crucial sets of traffic lights. But my point is that the directions are not confusing to the person who is giving them. They are perfectly clear and complete in his mind. Similarly, the student teacher's perception of what he did is usually that he did something quite well, whereas the staff member who is observing him may not think so at all. And so frequently they disagree. But the student teacher, as we have heard today, often gives the impression of accepting the criticism, while saying to himself: "This chap doesn't know what he is talking about, but I have to go along with him, otherwise I won't get the grade." Now what Phyllis was saying is relevant in this situation. For the second point she made was that if you can operationalize what you mean by clarity so that the student teacher knows how he is going to be judged, and the associate teacher and faculty supervisor know what they are looking for, you will then be able to gather evidence which the participants can examine objectively. For example, if I record the number of times the teacher has to rephrase a question, that data can then be used as a measure of the clarity of his questions. If I report other measures of pupil confusion, such as blank stares when he asks a question, or count the number of pupils who became disinterested because they failed to comprehend or became confused, these are measures of observable events. If I record the frequency of these events and point them out to a student teacher, as observational statements, then there almost cannot be any disagreements, assuming that the observations are reasonably reliable. I think Phyllis was pushing us in the direction of more systematic observations, more systematic collection of data, more operational definitions of what we mean, and an exchange of these operational definitions among the various participants in the whole process (Faculty member, associate teacher and student).

Let me move ahead in our diagram to the question of evidence. I said that in the collecting of evidence, the student, the faculty member and the teacher may all participate. Now I don't know if that is a new idea to you, but, I suspect that most of us who are supervisors or associate teachers don't realize how much students may contribute. I would suggest that the student can contribute certain kinds of evidence to the evaluation process

which, of course, points us in the direction of self-evaluation. I would also observe that pupil products are a major source of this evidence, and by this I mean the quality of the work which the pupil does under the direction of the student teacher, the number of mistakes which are manifest in the pupil's work as a result of a lesson being taught, and the extent to which these mistakes are subsequently corrected in his follow-up lessons. These kinds of products are probably the most important evidence which we can find on which to base our evaluation of teacher competence. While I can only judge by my own experience, I have found that, when I was looking at the pupil's work, I was really looking at potential indices of student teacher effectiveness. And I have wondered if I could have arranged more systematically either to have the student teacher gather evidence about the pupil's products or to gather more evidence myself from that source.

Let me move to the evaluation stage of our diagram. In terms of responsibility for the final grade I put the faculty member on top of my list, then the student, then the teacher. This reflects my own personal bias that the further one can move the associate teacher from the centre of the formal grading process, the better off for everybody. This is not to say that the teacher does not contribute very real data to the process of evaluation which results in the grade, but I think he should be off to one side. I say this because I query the role of the associate teacher which presently forces on him the contradictory tasks of counsellor and judge. Let us free the associate teacher to play the role of counsellor effectively and let us modify his role in the grading process to one where he contributes evidence and verifies evidence but does not assign the final grade. Let him play the major role in formative evaluation but free him from the task of summative evaluation. As some have already said today, summative evaluation is not very appealing. However, somebody has to take responsibility for it, and I think it should be the faculty member. What I am suggesting is that evidence which can be gathered by the student, evidence which can be gathered by the teacher, evaluations which may have been made by students and teachers, should all be fed to the faculty member, to be combined with the data he has collected himself in order for a grade to be produced. I also feel that there is considerable place here for student self-evaluation in that the student should arrive at an assessment of his own performance in the light of all the data, and then be given the chance to check his self-assessment against that of the supervisor. How else can we learn or teach the much touted skills of self-evaluation which are supposed to be the mark of a professional?

What then is the evaluation problem which we all sense and which has given rise to this conference? The problem is, that people are suggesting improvements without having a framework within which to make them. We heard Kevin Wilson say yesterday that there is a crying need for a taxonomy of teaching behaviours, that it doesn't yet exist. Phyllis has pointed us in the direction of teacher behaviours which may be positively related to student outcomes. But Phyllis and Kevin disagree, for example, on whether or not you should start with a small group before a large group, or a large group before a small group.

One of our major problems is that there is an infinity of behaviours which you can write up for any activity. And teaching is so complex that you

can write a thousand behavioural objectives for good teaching. What is the universe or pool of behaviours from which we should draw our specific evaluation framework? Phyllis has suggested that, in the absence of a taxonomy, we should identify those behaviours supported by evidence, and use those particular ones for our evaluation framework. But everybody senses that there are a lot of other behaviours which people should not ignore in an evaluation situation, and that it should not be left to an individual's discretion (be he faculty, associate teacher or student) to choose which ones to evaluate.

But even assuming that one could agree upon a framework, how do you handle the problem of having to deal with several thousand associate teachers in one year? How do you communicate the framework so that there is common understanding among the members of faculty, the teachers and the students. Everybody knows how hard pressed teachers now are to do their supervision. Everybody knows the teacher does not have spare time. Teachers engage in exhausting work; where can they find the time, and what is the mechanism by which one could get people to discuss, define, understand and operationalize the definitions? It is a very serious problem that we should not consider lightly.

Two other problems that one gets into whenever one is moving towards systematic collection of data, or in fact any form of data, but especially in student teacher evaluation, are those old problems of reliability and validity. If you are going to make systematic judgments of people, or judgments based on systematic data, you must seriously consider whether the sample of behaviours you have observed is a reflection of what a student is capable of doing in another situation. In one of the Francophone groups this morning, the point was made that one should ensure that the student is observed in a number of situations, conducting various kinds of lessons, such as expository lessons or discussion lessons, and also in different sized groups. If we are going to infer and make judgments which will affect a person's career, we should be doing so on the basis of an adequate sample of evidence. Unquestionably too, there should be some point where the teacher and the faculty member compare their evidence, in order to see the extent to which they agree or disagree about the student's work, and whether their judgments have been made on the basis of the same evidence or on the basis of different evidence.

THE EVALUATION PROCESS IN THE EXTENDED PRACTICUM

ERIC MOKOSCH
University of Lethbridge

Since the inception of the University of Lethbridge in 1967, its teacher preparation program has been characterized by two main tenets: one, that teacher preparation is a university-wide task and responsibility and two, that the teaching profession has a major role to play in preparing teachers.

It was not until 1972, however, that the current teacher preparation program at the University of Lethbridge began to take form, in response largely to new certification requirements legislated by the Alberta Department of Education. These new certification requirements, involving a four-year degree and an extended practicum of at least twelve weeks, had been advocated by the three universities and the teaching profession for many years before 1972.

When the legislation was finally enacted, to be effective in September 1973, numerous planning groups and committees were formed, consisting of representatives from all interested sectors including students, faculty of education professors, arts and science professors, Alberta Teachers' Association representatives, teachers, principals, superintendents, trustees and department of education personnel. Needless to say, many different opinions were stated and discussed and much valuable input was given.

The Extended Practicum in the University of Lethbridge Teacher Preparation Program

The outcome of almost two years of deliberations is our current program, which consists of a graduated series of field experiences during the second and third year of the four-year Bachelor of Education degree program. (See Appendix A)

Previous to 1972, all Education students spent their first two years in the Faculty of Arts and Science, building subject matter competency and receiving a liberal arts education. During the planning phase of the new program the Faculty of Education negotiated and the Faculty of Arts and Science accepted the principle that a student could count two education courses toward his/her B.A. degree.

This principle allows students to enroll in Education 2160 during their second year in arts and science, where they are challenged to look at teaching from a new perspective, that of the teacher, by participating in on-campus seminars, by videotaping teaching episodes and, most important, by observing

and assisting teachers and pupils in local schools during the field experience phase of this course.

A minimum of two half days each week for 10 weeks is spent in schools. After this theoretical and practical introduction and orientation to teaching, students are asked to decide whether or not they would like to do further work in education. Should they be selected to enter the faculty of education, they have already completed one education course; if not, they simply continue in arts and science without the loss of any credits.

Concurrently with the Education 2160 (Practicum I) experience, students are required to take medical examinations, prove their oral and written communications competency, and complete a battery of psychological tests.

It should be noted here that Education 2160 students are <u>not</u> education students but arts and science students. That is to say, these students are "looking at" education, in an introductory field-oriented way, as part of their liberal education. Surprisingly to us, our statistics to date show that over 30% of students enrolled in Education 2160 do not go on to do further work in education, thus making the course an important selection and screening device.

After two years in arts and science, including Education 2160, students apply and are formally admitted to the faculty of education. Year three consists of two semesters of intensive professional preparation during which students encounter an integrated theoretical and practical exposure to teaching. In the first semester of year three, students are assigned to schools for half-days, every day for 10 weeks. At the same time they participate in on-campus classes for three hours each day throughout the semester. The intention is that this semester integrate the theory and practice of teaching. During the field work, students gradually become more confident and skillful in working with pupils, while the on-campus components attempt to help the student consider and develop some of the necessary theoretical constructs which every teacher must have.

During the second semester of year three students become even more intensively involved in the teaching-learning process by working in schools for 10 full weeks. Prior to this 10-week period, students take on-campus instruction in the methods of teaching a particular subject (e.g. English, Science, Social Studies, etc.) and the evaluation of pupil learning. (See Appendix B for a more detailed description of student roles in the three practica.)

The fourth year is seen as a culminating, synthesizing year. Students may take senior education options which help them overcome weaknesses discerned during practical phases of year three; they may decide to specialize beyond a particular subject area (e.g. special education, early childhood education, library-media, etc.); they may elect educational foundations courses (in the history, philosophy, psychology, sociology of education, etc.) which now can be approached from and based on solid experimental background; they round out their arts and science background, making up deficiencies and/or building additional strengths in desired areas; and finally, they may

desire to do further optional field work in areas not encountered (or not encountered in sufficient depth) in year three.

The Evaluation Process in the Extended Practicum

Underlying our approach to the evaluation process in the practica described above are some basic principles in which we believe firmly. One, we rely heavily on our teacher associates to make judgments about our students' achievement in the practica; two, we believe in a very personalized approach to field experiences; and three, the nature of our program dictates that we adhere to some kind of continuity in the sequence of field experience evaluations.

In order for our T.A.'s (teacher associates) to make effective contributions to the evaluation process, a number of prerequisites have to be met:

1. They have to be skillful in interacting with our students at a personal and professional level. In time we hope that all our T.A.'s will have participated in our Clinical Supervision and Analysis of Teaching workshop. To date we have a cadre of about 200 T.A.'s so prepared.

2. They have to be familiar with the philosophy, objectives, structure and standards of our total teacher preparation program so that they can be more effective in helping students achieve the expectations of any one practicum.

3. They have to be knowledgeable and up-to-date in the subject area in which they accept students so that conflicts in the perceptions of the teaching of a particular subject area between the T.A.'s and the Faculty Consultants are avoided or minimized. In this regard, our methods instructors work very diligently with T.A.'s and potential T.A.'s in a variety of in-service activities.

In order to operationalize our personalized approach to field experiences, we have designated our Education 2160 as a seminar course, with no more than 15 students per seminar group, led by a professor in the Faculty of Education. It is the seminar leader's responsibility to determine student majors and interests and match these students with T.A.'s in a cluster of designated schools. In addition, each seminar leader acts as a liaison between the Faculty and the administration and teachers of his designated schools. In this liaison capacity he/she is to ensure that students are assigned appropriately, teachers understand the function of Practicum I and the roles students are to perform, and to help teachers evaluate student progress by providing a measure of consistency in standards among a diverse group of teachers. (See Appendix C for a more detailed description of T.A. and F.C. roles.)

Similarly in Professional Semester I (Practicum II), the total group of students is divided into groups of 15 (actually for the purpose of participating in our Interaction Laboratory -- our attempt to get at the humanistic and interpersonal skills required for teaching) once again led by a Faculty member. Again, in addition to providing on-campus instruction in the

Interaction Laboratory, the seminar leaders perform a liaison function similar to that of Practicum I. (See Appendix C.) It should be noted here that any faculty member might serve in this liaison capacity, be his specialization Education Foundations, Curriculum and Instruction or Field Experience -- the three departments in our Faculty. An interesting but important asset here is that, at any one time, twenty or more of the 33 instructors in our Faculty could be actively engaged in working with students and teachers in the schools -- I will let you draw your own inferences about the type of communication we have been able to establish and maintain with the school systems of Southern Alberta.

In Professional Semester II (Practicum III) students choose a teaching major and receive instruction in a specific methods course in their teaching major during the first three weeks of this semester. They are then placed into two different settings for five weeks each. While in the schools students are supervised and evaluated by their T.A.'s and their methods instructors. That is, during this practicum the Faculty Consultant plays a much more prominent role in the supervision and evaluation of student progress than in the two previous practica. Ideally we would like to think that T.A.'s and Faculty Consultants share this responsibility on an equal basis. (See Appendix C.)

The above description of the practica in our teacher preparation program should make at least two things quite obvious: one, that our program is very heavily field experience-based (almost 6 of the 16 education courses in the total B.Ed. program are practicum courses) and two, that we rely very heavily on our colleagues in the schools to help us prepare teachers.

Regarding the third principle, the continuity in the sequence of field experiences evaluations, we have designed the expectations and student roles in the three practica in such a way that the student is increasingly more intensely and specifically involved in the teaching-learning act. Naturally our evaluations in the three practica reflect this trend toward greater specificity by identifying more specific competencies in each successive practicum. (See the three report forms attached.)

Naturally the evaluation process, since it involves university and school personnel, can only be as good as the effectiveness of the communication we are able to establish and maintain. There is tradition and suspicion to overcome, especially since the University still has the responsibility, and rightly so, of grading student performance. Presently Practicum I is graded on a CR-NC basis while Practica II and III are graded in the more traditional "A,B,C,D,F,I" manner. It is probably trite to say that if a University instructor is to assign a grade based largely on a T.A.'s feedback, then he had better be very familiar with the setting in which the student worked and with the "standards" which a particular T.A. seems to hold. Therefore the necessity for as effective and efficient a communication process as possible.

But what is the nature and format of the feedback which T.A.'s and Faculty Consultants provide for evaluation? (See attached report forms.) You will note that the report forms are divided into three general categories -- skills, attributes and general comments. The "skills" and "attributes"

categories represent our attempt at defining specific competencies which are assigned to and evaluated in the various practica. Further you will note that the "skills" section is divided into categories A, Specific Skills for this Practicum and B, General Skills, and that, if you were to compare the three report forms under this "skills" section, you would notice more and more specificity in the competencies which are listed as students proceed from practicum I to practicum III. The "general comments" section is used basically for student guidance and provides data for writing recommendations to hiring agencies. Item 4 under "general comments" to a large extent determines the grade a student achieves in a particular practicum though, as said earlier, it must be tempered by the information on the report form as a whole. Since the student has two different five-week placements during each practicum, two report forms are used to assign a grade for practica I and II and at least four report forms (two by the T.A.'s and two by the Methods Instructors) form the basis for a grade in practicum III.

A few words about the process of evaluation in general. Students receive copies of the report form at the beginning of each practicum so that they are informed about the expectations of each field experience before they begin. The Faculty Consultant and his T.A.'s, (and sometimes students) meet before each round, usually over dinner, to clarify expectations, roles to be played by all involved, and standards. T.A.'s observe students regularly and provide written feedback on each lesson observed using the clinical supervision model. Faculty Consultants observe students in action on the average of twice a week and provide written feedback and hold consulting sessions using the clinical supervision model. Students are given intermediate feedback near the middle of each round about their performance. At the end of each round, the student, the T.A. and the F.C. fill out the report form independently and sit in a three-way conference to discuss the student's performance during the round -- all report forms are open for the student's perusal.

Lest you think that we have no problems, allow me to indicate some difficulties we are encountering and some of the problems we are trying to solve. One, we are attempting to overcome the lack of consistency in standards of evaluating and grading among our Faculty of Education instructors and among our teachers. We are trying to do this by making specific statements about each rating for each of our competencies in each practicum and by using intervisitation of students by a number of Faculty Consultants wherever possible. Two, many of us are dissatisfied with the traditional grading schemes being applied to practica II and III and would prefer a Pass-Fail or CR-NC scheme. Unfortunately our students are not in favour, and one can't blame them. When almost one-third of their work in Education is in field experiences, GPA's become meaningless if practica are excluded. But the whole grading scheme does make the establishment and maintenance of a "helping" relationship between T.A., F.C. and the student difficult at times. Three, communication between Faculty and school personnel is a constant problem as more and more schools and teachers become involved in working with our students. No matter how hard we try, we do not seem to be able to do enough to make everyone involved aware of and knowledgeable about the various practica, the differing roles and expectations, and the criteria and standards we are trying to promote -- perhaps only time and continued effort will solve this problem. And finally, we are finding that in setting up the described

program, we are "running ourselves to death" by involving everyone as intensively in field experiences as we do. In time, other expectations which are held of us as university instructors, such as being actively engaged in research and creative activity, may suffer.

Superficially the process that I have described above may appear very mechanical and objective -- it is in fact very subjective. And because it is subjective, we constantly have to remind ourselves of and be alert to the danger of the breakdown of the communication process. Only if we at the Faculty of Education and the teachers and students with whom we work are diligent and care enough can we ensure that students preparing to become teachers are evaluated fairly and that their evaluation is as predictive of their future success in teaching as possible.

Appendix A

THE UNIVERSITY OF LETHBRIDGE

Faculty of Education

BACHELOR OF EDUCATION PROGRAM

<table>
<tr><td>Yr. 1</td><td colspan="2">10 Arts/Science Courses</td></tr>
<tr><td>Yr. 2</td><td colspan="2">9 Arts/Science Courses

1 Education: 2160 (Practicum I)</td></tr>
<tr><td>Yr. 3</td><td colspan="2">PROFESSIONAL YEAR</td></tr>
<tr><td></td><td>Semester I

Educational Psychology
Reading
Interaction Laboratory
Curriculum & Instruction
Media
Education 3160 (Practicum II)</td><td>Semester 2

Methods
Education 3260 (Practicum III)
Evaluation</td></tr>
<tr><td>Yr. 4</td><td colspan="2">2 Education Foundations:
(see Calendar, p. 104)

8 electives in Education
and
Arts/Science

(to bring total number of Arts/Science courses to 20-24 and total number of Education courses to 16-20)</td></tr>
</table>

Appendix B

1. THE STUDENT TEACHER

	The student may be involved in:
EDUCATION 2160 Purpose: self-awareness self-selection professional selection (Teacher associate) (Faculty consultant) Function: Teacher aide	1. Supervising small group activity. 2. Obtaining and operating AV equipment in classrooms for teacher presentation. 3. Assuming some supervisory responsibility during some classes. 4. Assisting in administering tests with teachers and/or counselling personnel. 5. Examining learning materials at teacher's direction. 6. Participating in faculty meetings, including teacher in-service programs. 7. Assuming tutorial responsibilities for individual children under teacher's direction. 8. Assuming instructional responsibilities for short periods of time with small groups under teacher's supervision. 9. Assuming responsibility for some free activities (supervision). 10. Preparing teaching resource materials. i.e. THE UNIVERSITY STUDENT ASSISTS IN THE INSTRUCTIONAL PROGRAM UNDER THE DIRECTION OF THE TEACHER ASSOCIATE.
EDUCATION 3160 Purpose: Readiness for student Teaching - planning - analysis - classroom management - some methodology Function: Instructional assistant	Any of the above but with emphasis on: 1. Developing instructional material in all content areas to be used by any or all students. 2. Assuming group instructional responsibility for the classes at regular intervals (1 hour/day). 3. Assuming an active role in planning goals and instructional activities with the teacher. 4. Assuming more responsibility with less supervision by the professional. 5. Setting up areas for special activities, arranging interesting and inviting corners for learning -- science, reading, and investigating areas. 6. Preparing materials for follow-up instruction, selecting high-interest supplementary materials, using teaching machine filmstrips, etc. 7. Assisting pupils in directed study. 8. Developing observation skills insofar as they relate to the various modules. i.e. LESSONS TEND TO BE ISOLATED AND THERE IS A MINIMUM OF UNSUPERVISED TEACHING. EMPHASIS ON INDIVIDUAL AND SMALL GROUP INSTRUCTION.
EDUCATION 3260 Purpose: - division of responsibility - refinement of skills - self-analysis - materials critique Function: Student teacher	Any of the above but with emphasis on: 1. Assuming more responsibility with less supervision by the teacher associate leading to full responsibility - unit and daily planning - teaching extended sequence of lessons in one or more subject areas (more than 1 hour/day) - culmination in total responsibility for whole class - refinement of teaching skills - skillful in analysis -- self, materials, strategies - evaluating pupil progress - reporting to parents. i.e. LESSONS TEND TO BE MORE SEQUENCED AND EXTENDED OVER LONGER PERIODS OF TIME. EMPHASIS IS ON UNIVERSITY STUDENT ASSUMING RESPONSIBILITY FOR DIRECTING THE ACTIVITIES OF THE CLASSROOM.

Appendix C

II. THE TEACHER ASSOCIATE AND THE FACULTY CONSULTANT ROLES

	THE TEACHER ASSOCIATE	THE FACULTY CONSULTANT
EDUCATION 2160 Purpose: self-awareness self-selection professional selection (Teacher associate) (Faculty consultant) Function: Teacher aide	Providing setting to help university student become familiar with school and teaching by: - modelling teaching (directs observation) - familiarizing university student with human and material resources - providing opportunities to work in tutorial and small group settings - counselling and consulting informally with university student - evaluating informally and subjectively	Relating seminars to field experience. Providing liaison with schools and teacher associates. Monitoring university student's progress in school setting and seminars. Conducting formal interviews with university students. Helping university students reach final decision about teaching.
EDUCATION 3160 Purpose: Readiness for student teaching - planning - analysis - classroom management - some methodology Function: Instructional assistant	Any of the above with emphasis on: Utilizing university student in ongoing program by: - directing planning - assigning instructional responsibilities - providing opportunities for teaching at regular intervals across subject areas - providing setting for observation - evaluating university student's performance - consulting with university student and faculty consultant	Acting as liaison between university faculty and school personnel. Monitoring university student's progress in field experience. Coordinating and facilitating integration of campus and school experience. (Consulting regularly with university faculty and school personnel). Cooperating with teacher associate in evaluation of university student's performance in the practicum.
EDUCATION 3260 Purpose: - division of responsibility - refinement of skills - self-analysis - materials critique Function: Student teacher	Any of the above with emphasis on: Helping university student improve skills by: - developing trust relationship with university student - assisting planning - analyzing teaching - collecting extensive data on performance of university student - conferencing regularly with university student and/or faculty consultant - evaluating formally and recommending	Regular formal supervising in the classroom. Formal conferring with teacher associates and/or university student. Formative and summative evaluating of university student. Assisting the teacher associate and student teacher with curriculum development.

The University of Lethbridge

FIELD EXPERIENCE REPORT FORM -- PRACTICUM I -- EDUCATION 2160

We are trying to give students more specific feedback regarding their performance in the classroom. It is hoped that this form will help them, teacher associates and university consultants, to identify strengths and weaknesses and ensure that effective help can be given where needed. Would you, therefore, please place a checkmark (✓) in the appropriate box for each of the skills and attributes listed. The full range of levels should be used, keeping in mind that a student's ability in a particular skill should be judged by the standard appropriate for a student at this stage of his/her teaching preparation program. On some occasions it may not be possible to observe certain behaviour. Ratings and comments should be discussed with the person concerned.*

Semester: ☐ Fall ☐ Spring ☐ Summer Session

Year: 19__ Round: 1 ☐ 2 ☐

STUDENT _____ Program: Elementary ☐ Secondary ☐
Surname Given Name(s)

Teaching Major: _____ Teacher Associate: _____ School: _____

Assisted in grade(s): _____ Assisted in subject area(s): _____

1. SKILLS	PERFORMANCE LEVEL							
	Excellent			Competent		Weak	Unsatisfactory	Not observable
A. SPECIFIC SKILLS FOR THIS PRACTICUM Effectiveness of the student's ability to:	7	6	5	4	3	2	1	
1. Establish rapport with student								
2. Direct learning activities of individuals and small groups								
3. Be sensitive to individual differences among pupils								
4. Demonstrate confidence and poise in interacting with pupils								
B. GENERAL: Effectiveness of the student's ability to:								
1. Communicate - a) orally i) voice tone, volume & inflection to fit the situation								
orally ii) grammar, diction, use of colloquialisms, etc.								
b) in writing i) mechanics of writing								
in writing ii) organization of ideas								
c) non-verbally								
2. Observe teacher/student interaction								
3. Analyze observations								

* Paraphrased from Teaching Report Forms, Burwood State College, Burwood, Australia.

II. ATTRIBUTES

	Outstanding	Satisfactory	Needs Improvement (Please Comment)	Comments, if any:
A. PERSONAL				
1. Personal appearance	■			
2. Classroom manner (poise, self-control, confidence)				
3. Enthusiasm and vitality				
4. Sense of humor				
5. Initiative				
6. Maturity and judgment				
B. PROFESSIONAL				
1. Dependability, reliability, punctuality				
2. Consistency of preparation				
3. Interest in learning about various aspects of teaching				
4. Empathy for pupils				
5. Respect from pupils				
6. Response to feedback				
7. Interpersonal relations with school personnel				

GENERAL COMMENTS

1. Strongest aspects of student's performance

2. Aspects of student's performance most in need of improvement

3. General comments

4. Specific suggestions for placements in Professional Semester I, if any (i.e. suggestions for grade level placement, subject area, etc.)

5. RECOMMENDATION:
In your opinion, should this university student continue in a teacher education program?

Yes ☐ No ☐ Undecided ☐

_____
Signature(s) of Teacher Associate(s)

The University of Lethbridge

FIELD EXPERIENCE REPORT FORM -- PRACTICUM II -- PROFESSIONAL SEMESTER I

We are trying to give students more specific feedback regarding their performance in the classroom. It is hoped that this form will help them, teacher associates and university consultants, to identify strengths and weaknesses and ensure that effective help can be given where needed. Would you, therefore, please place a checkmark (✓) in the appropriate box for each of the skills and attributes listed. The full range of levels should be used, keeping in mind that a student's ability in a particular skill should be judged by the standard appropriate for a student at this stage of his/her teaching preparation program. On some occasions it may not be possible to observe certain behaviour. Ratings and comments should be discussed with the person concerned.*

Semester: ☐ Fall ☐ Spring

Year: 19__ Round: 1 ☐ 2 ☐

STUDENT _____ Program: Elementary ☐ Secondary ☐
Surname Given Name(s)

Teaching Major: _____ Teacher Associate: _____ School: _____

Assisted in grade(s): _____ Assisted in subject area(s): _____

1. SKILLS

	PERFORMANCE LEVEL							
	Superior		Competent		Acceptable	Weak	Unsatisfactory	Not observable/ Not applicable
A. SPECIFIC SKILLS FOR THIS PRACTICUM	7	6	5	4	3	2	1	
1. PREPARATION								
1.1 Master the content of a lesson								
1.2 Organize concepts to be taught in logical & understandable sequence								
1.3 Write appropriate objectives for lessons taught								
1.4 Plan for instructional activities								
2. PERFORMANCE								
2.1 Introduce lesson appropriately								
2.2 Use a variety of teaching strategies - vary approach to lessons								
2.3 Direct learning activities of 2.3.1 individuals								
2.3.2 small groups								
2.3.3 large groups (classes)								
2.4 Use references & resources (print & non-print) for instruction								
2.5 Develop instructional materials								
2.6 Manage classroom activities 2.6.1 giving directions								
2.6.2 handling routines								
2.6.3 classroom control								
2.7 Incorporate strategies for motivating pupils								
2.8 Deal with individual differences among pupils								
2.9 Achieve closure in a lesson, if appropriate								
2.10 Determine whether lesson objectives have been achieved								
B. GENERAL								
1. Communicate 1.1 orally 1.1.1 voice tone, volume & inflection to fit the situation								
1.1.2 grammar, diction, use of colloquialisms								
1.2 in writing 1.2.1 mechanics of writing								
1.2.2 organization of ideas								
1.3 non-verbally - use of nonverbal techniques								
2. Observe teacher/student interaction - T.A.'s and own								
3. Analyze observations								
4. Modify and adapt teaching based on analysis of observations								
5. Evaluate his/her own performance making suggestions for improvement, analyzing why lessons went well, etc.								

* Paraphrased from Teaching Report Forms, Burwood State College, Burwood, Australia.

II. ATTRIBUTES

	Outstanding	Satisfactory	Needs Improvement (Please Comment)	Comments, if any:
A. PERSONAL				
1. Personal appearance	■			
2. Classroom manner (poise, self-control, confidence)				
3. Enthusiasm and vitality				
4. Sense of humor				
5. Initiative				
6. Maturity and judgment				
B. PROFESSIONAL				
1. Dependability, reliability, punctuality				
2. Consistency of preparation				
3. Interest in learning about various aspects of teaching				
4. Empathy for pupils				
5. Respect from pupils				
6. Response to feedback				
7. Interpersonal relations with school personnel				

GENERAL COMMENTS

1. Strongest aspects of student's performance

2. Aspects of student's performance most in need of improvement

3. General comments

4. Specific suggestions for placements in Professional Semester II, if any (i.e. suggestions for grade level placement, subject area, etc.)

5. Global Assessment: Based on present evidence, this student's performance can be categorized as: (Please check one)

   ☐ Excellent

   ☐ Superior

   ☐ Competent

   ☐ Acceptable - meets minimum standards

   ☐ Weak - may become acceptable to enter Professional Semester II with additional preparatory experience and/or removal of deficiencies

   Unsatisfactory - not suitable for further work in a teacher preparation program

_____

Signature(s) of Teacher Associate(s)
University Consultant

The University of Lethbridge

FIELD EXPERIENCE REPORT FORM -- PRACTICUM III -- PROFESSIONAL SEMESTER II

We are trying to give students more specific feedback regarding their performance in the classroom. It is hoped that this form will help them, teacher associates and university consultants, to identify strengths and weaknesses and ensure that effective help can be given where needed. Would you, therefore, please place a checkmark (✓) in the appropriate box for each of the skills and attributes listed. The full range of levels should be used keeping in mind that a student's ability in a particular skill should be judged by the standard appropriate for a student at this stage of his/her teacher preparation program. On some occasions it may not be possible to observe certain behaviour. Ratings and comments should be discussed with the person concerned.*

Semester: ☐ Fall ☐ Spring

Year: 19 __ Round: 1 ☐ 2 ☐

STUDENT _____ Program: Elementary ☐ Secondary ☐

Surname Given Name(s)

Teaching Major: _____ Teacher Associate: _____ School: _____

Grade(s) Taught: _____ Subject(s) Taught: _____

Characteristics of Class(es) Taught: _____

1. SKILLS

	PERFORMANCE LEVEL							
	A	B		C				
	Excellent	Superior		Competent		Weak	Unsatisfactory	Not observable/ Not applicable
A. SPECIFIC SKILLS FOR THIS PRACTICUM	7	6	5	4	3	2	1	
1. PREPARATION								
1.1 Demonstrate competence in subject area								
1.2 Master the content of a lesson								
1.3 Organize concepts to be taught in a logical & understandable sequence								
1.4 Write appropriate objectives for lessons taught								
1.5 Plan for instructional activities - 1.5.1 lesson								
1.5.2 unit								
2. PERFORMANCE								
2.1 Introduce lesson (unit) properly								
2.2 Use of teaching strategies -								
2.2.1 lead discussions								
2.2.2 use appropriate questioning techniques								
2.2.3 handle pupil responses								
2.2.4 present information								
2.2.5 use reinforcement techniques								
2.2.6 pace a lesson								
2.2.7 use class time effectively								
2.2.8 vary teaching strategies								
2.3 Direct learning activities of 2.3.1 individuals								
2.3.2 small groups								
2.3.3 large groups (classes)								
2.4 Select & use reference & resource materials (print & non-print) for instruction								
2.5 Develop instructional materials								
2.6 Manage classroom activities by 2.6.1 giving instructions								
2.6.2 handling routines								
2.6.3 controlling class								
2.7 Incorporate strategies for motivating pupils								
2.8 Deal with individual differences among pupils								
2.9 Achieve closure in a lesson (unit), if appropriate								
3. EVALUATION								
3.1 Diagnose pupil's readiness to learn								
3.2 Measure pupil learning - selects and develops effective techniques & instruments to measure the attainment of objectives taught								
3.3 Analyze and evaluate measurement data to assess pupil progress								
3.4 Develop teaching/learning strategies based on 3.1, 3.2, and 3.3 above								

* Paraphrased from Teaching Report Forms, Burwood State College, Burwood, Australia.

B. GENERAL	PERFORMANCE LEVEL: A Excellent: 7	B Superior 6	5	C Competent 4	3	Weak 2	Unsatisfactory 1	Not observable/ Not applicable
1. Communicate - 1.1 orally 1.1.1 voice tone, volume & inflection to fit the situation								
1.1.2 grammar, diction, use of colloquialisms, etc.								
1.2 in writing 1.2.1 mechanics of writing								
1.2.2 organization of ideas								
1.3 non-verbally								
2. Observe teacher/student interaction - T.A.'s and own								
3. Analyze observations								
4. Modify and adapt teaching based on analysis of observations								
5. Evaluate his/her own performance making suggestions for improvement, analyzing why lessons went well, etc.								

II. ATTRIBUTES A. PERSONAL	Outstanding	Satisfactory	Needs Improvement	Comments, if any:
1. Personal Appearance				
2. Classroom manner (poise, self-control, confidence)				
3. Enthusiasm and vitality				
4. Sense of humor				
5. Initiative				
6. Maturity and judgment				
B. PROFESSIONAL				
1. Dependability, reliability, punctuality				
2. Consistency of preparation				
3. Interest in learning about various aspects of teaching				
4. Empathy for pupils				
5. Respect from pupils				
6. Response to feedback				
7. Interpersonal relations with school personnel				

GENERAL COMMENTS

1. Strongest aspects of student's performance

2. Aspects of student's performance most in need of improvement

3. General comments

4. Global Assessment: Based on present evidence, this student's performance can be categorized as: (Please check one)

- ☐ Excellent
- ☐ Superior - potential to become excellent
- ☐ Competent
- ☐ Weak - may become acceptable with additional supervised teaching experience and/or removal of deficiencies
- ☐ Unsatisfactory - not suitable for further work in a teacher preparation program

_____

Signature(s) of Teacher Associate(s)
University Consultant

COOPERATIVE EVALUATION IN THE INTERNSHIP PROGRAM

RUBEN RICHERT
ERROL YOUNG
Saskatchewan Teachers' Federation

The teacher education program at the University of Regina has as its two major purposes the preparation of teachers to serve the present day classrooms in Saskatchewan and the preparation of teachers who will have the intellectual, technical, and personal resources to provide direction and service in the future. Establishing the competencies to serve both immediate needs as well as solve future problems is the typical professional dilemma.

A major part of this preparation for the last ten years for secondary students has been an internship or extended practicum usually in the sixth semester or third year. As of July 1, 1976, this will also be part of the program for elementary students. Thus, one of the major components of the professional preparation to attain our goals will be an extended practicum of 16 weeks. This will be the culminating field experience as part of a developmental program which will include a different type of field experience in each of the first three years of the program.

The goal for the intern during the extended practicum is to develop into an autonomous and interdependent neophyte teacher. Such a teacher would be expected eventually to assess the learning situation and choose appropriate procedures to be used. This is in contrast to the modelling of experienced teachers and teaching as they do. To establish the processes which ensure the best learning experience for the intern, we have provided a Special Internship Seminar for both interns and cooperating teachers.

Background

Special Internship Seminars facilitate the training of interns, cooperating teachers and faculty supervisors in a method of analyzing and improving teaching performance. It applies equally to teachers and interns seeking self-improvement or to cooperating teachers and faculty supervisors who are seeking ways to help teachers systematically improve instruction.

Working and Learning Together

The planned outcome of the Seminar is to create an effective working relationship between teacher and intern. Such a relationship is typified by open, clear, direct, non-binding communications. The pair in the relationship

are expected to accept a systemized approach to planning, re: setting objective for the pupils, describing procedures and competencies that each will use, and outlining a system of measurement, i.e. data collection. During the Seminar the participants are expected to try to build trust between themselves, in intern-teacher pairs primarily, but also within a small group.

The Seminar design is based on a "performing-observing-internalizing" model of learning. Participants practise communication skills, re: paraphrasing, behaviour description, feelings perception check, and feelings description, in dyads and in groups. They experience the feelings arising from the impact of direct judgmental feedback and compare to the impact of descriptive feedback. Participants experience receiving feedback from others about their performance, in groups and in consulting pairs.

Behaviour change is possible, and does happen. The Seminar setting is relatively safe, the feedback is descriptive and well-timed; the judgment of behaviour is left to the learner; each participant is encouraged to try new behaviours, provisionally.

Participants are expected to demonstrate proficiency in writing learning objectives, in developing procedures used to attain these objectives, and in designing measurement systems to provide feedback data. They each enter into a conference prior to teaching, to share the plan, and work to achieve total understanding of the plan.

Specifically, cooperating teachers are expected to demonstrate competency in classroom observation, data collection, and consulting. They do this during a practicum incorporating planning, observation and use of data. During the practicum, the cooperating teachers work in pairs with their interns. Other group members act as observers and offer feedback about the relationship, re: interpersonal influence, coping with feelings, use of communications, problem analysis and problem solving skills.

Special Internship Seminar participants developing new skills will:

- plan lessons together
- observe interns using the plan in role playing situations
- learn to record systematically what happens in the classroom
- objectively analyze the information for patterns of teaching behaviour
- use the information to plan ways of improving instruction
- develop sensitivity to the needs and feelings of others.

Special Internship Seminar Schedule

The schedule for this program is a four-day period in a retreat setting, totalling approximately 12 to 15 hours daily. The Seminar is held during the third week of school in September and the second week in January.

The first day of the program is spent focusing on interpersonal relations and effective small group behaviour. The focus is on helping the participants develop increased sensitivity to their own behaviour and its effect on others;

improving skills for communicating effectively with others; improving ability to critique and regulate their own performance through the use of feedback; increased interdependence in a group and willingness to try difficult different behaviours provisionally.

The focus for the remaining time period is on practising and perfecting behaviours learned in the first instance and on helping the participants develop increased ability to observe, analyze, and improve classroom teaching performance with plans made to carry over the behaviour exhibited to the classroom during internship.

Cooperative Effort

The Seminars are a cooperative effort in all respects -- planning and leadership teams are recruited from the Faculty of Education, the Saskatchewan Teachers' Federation staff, and the staff of various school systems. Materials are supplied by each agency, and costs are borne by the Faculty, the Saskatchewan Teachers' Federation and the Department of Education. Release time is secured for teacher participants -- the Department of Education pays for substitutes provided.

Initial Evaluation

What do the participants say about their experience in the Seminar? Enthusiasm about practising communication skills, and learning "what to do" when in a classroom as an observer, is expressed. The high point described is the practice of the process around a micro-teaching session. But most of all the teacher-intern pairs are enthusiastic about having time to work together, share deeper thoughts and feelings, and get to know each other. The trust developed is the best guarantee that some independence will develop.

Origin

This innovative project was implemented through a request made to the Board of Teacher Education (Advisory to the Minister of Education) by the Saskatchewan Teachers' Federation and recommended by the Joint Committee on Field Experiences which includes representatives of the Department of Education, Saskatchewan School Trustees' Association, Saskatchewan Teachers' Federation, Faculty of Education and students.

An informal relationship among the agencies has provided management for the project.

Change Analysis

The project has been operating for three years and is now at a crucial stage as we double our population of interns.

Initial Stage

This initial phase has seen the project become institutionalized by most of the agencies.

During the initial period the major problem was to develop a program pattern, develop the resource pool of leaders, and encourage teachers, administrators, and faculty members to attend.

The project has a major strength and uniqueness due to the fact that it has been a joint undertaking of many agencies in all aspects. The leadership team was recruited from most agencies. Although this sharing has provided an important strength, it made careful coordination essential.

The Seminar has provided such intense experiences for both leaders and participants that they have consistently recommended that attendance be compulsory for cooperating teachers, faculty advisors and interns.

The Seminar has received excellent general leadership from personnel trained in clinical supervision. With this background they have been able to adapt the program to our needs. An effective small group approach with strong group leaders has been a major factor in the effectiveness. This has provided a valuable cadre of skilled personnel. Some schools have found the Seminars provide excellent training ground for staff members and have actively encouraged participation by their teachers and administrators.

In this early stage the innovative project was not central to the institution and thus easier to implement. This innovation was an adjunct to one of the major aspects of our program -- the internship. This allowed the innovation to be operationalized without forcing everyone to take part. Some schools and some faculty committed themselves to it and others more or less ignored it. As it slowly becomes more central, it is more possible to involve those schools and faculty who have been reluctant.

Nature and Complexity of Change

This project was complex in a number of ways. First, its target group was from many institutions both inside and outside the University; it involved all teaching subject areas and thus was all-inclusive. The student interns coming from all subject areas caused problems due to the unevenness of preparation prior to internship.

But the main complexity is in the very nature of the change required. Participants need to change the attitude and behaviour which they exhibit to the supervision process. Although the structure for such an innovation is complicated, it is the relationship among the participants which is crucial. The amount of change is not as great as is the nature of that change.

The complexity has provided a strength. The number of agencies involved has meant that one can support the other. The cooperation and encouragement from the Dean and Associate Dean of Education, the Minister and Associate Deputy Minister of Education, the President and General Secretary of the

Saskatchewan Teachers' Federation and the Executive and staff of the Saskatchewan School Trustees' Association has provided tremendous support.

In this phase convincing teachers to take time off from school even though substitutes were provided and convincing faculty advisors to make other arrangements for their classes have been major problems that are not yet overcome.

Visibility has been a problem since we have been spread over a very large geographical area and have made contact only with a small number of people. Involvement in the IMTEC project and preparation of a video tape may help.

Forces for Change	Forces Against Change
1. The effectiveness of the Seminars in establishing supportive and trustful working relationships between cooperating teachers and interns.	1. The need to coordinate the various agencies involved and the fact that this project is not contained within any one institution.
2. The development of a cadre of group leaders from each agency who have become skilled and committed to the project.	2. The reluctance of many cooperating teachers to take time off from school to attend the Seminars.
3. The small group process attending to the interpersonal relationship of the participants.	3. The initial reluctance of some faculty to become involved in the Seminars.
4. An original group of designers who were able to work together and brought both a varied expertise and experience to the planning.	4. The difficulty in determining the role of third parties such as faculty members.
5. A climate of being flexible and then replanning continuously as feedback was received from each session.	5. The lack of cooperation by a few school systems.
6. The sharing of the costs among many agencies. This has included costs for substitutes, for transportation and for sustenance.	6. The problem of establishing the relationship between cooperating teacher and intern for those cooperating teachers who have previously attended.
7. The general cooperation of most school systems and a majority of faculty members.	7. The need to provide for double the number of participants.
8. The commitment by leaders in most agencies.	8. The need to extend the design team.
9. The off campus or residential	9. The need for the project to be

Forces for Change (continued)

climate of the Seminar.

10. The nature of the project courses, changes in behaviour of the participants and the resultant attitude is such that past participants become strong supporters.

11. The change was initially on the periphery of the teacher education program thus not requiring extreme changes.

12. The Faculty of Education is becoming more committed to developing a program which emphasizes the affective aspect as well as the cognitive aspect of teacher education and this project fulfills that commitment.

Forces Against Change (continued)

more visible.

10. The fact that the project requires a change in the attitude and approach to supervision which has been the accepted state for years.

Design for the Future

As we double the number of interns, we will be faced with a problem of accommodating the large number in the single seminar each semester. Our design will make arrangements for additional seminars with all the attendant problems. There have been a restricted number of persons acting as major coordinators; additional persons at this level will be necessary. Although group leaders are available, there is a limit to the number which can be released by those school districts which are close by. This innovation isn't realistic unless we can finance the participation of a much larger number. Therefore, steps have already been taken to make sure of the commitment of contributing agencies to this increased requirement. They have indicated that we can expect their support and an additional agency has inquired as to how it might provide support.

More and more of the future design involves the process of institutionalizing the change to become an accepted part of the program with the flexibility that changes can be made in it to improve the quantity and quality expected during the initial stage.

Constant detailed feedback has allowed us to continue making minor changes in the project which make it more effective.

Faculty members now need more in-depth training to be able to work toward the complex supervision skills necessary to attain the goals previously mentioned of providing for future possibilities as well as the immediate needs.

The control of the Seminars needs to be expanded to design ways and means for the cooperating teacher, intern, and faculty advisor to design experiences

which will make it possible for the intern to develop new skills and strategies beyond those employed at present by the cooperating teacher.

Some cooperating teachers desire to repeat their involvement; some become leaders; and others feel attendance at one session is enough. This latter group, although possibly skilled themselves, miss the opportunity to establish this highly sophisticated relationship with their new interns. Thus, future designs must provide some opportunity for this relationship to be established in some other way. Shorter sessions with both cooperating teachers and interns together are planned to accomplish this, assuming that each individual has the prerequisite communication and supervision skills.

Some school systems which have had few cooperating teachers attend provide a major problem. More personal contact with influential leaders in these systems is planned.

As was described earlier, this project was originally on the periphery of the major program emphasis in the Faculty of Education. This phase will attempt to place the project in a more major position as far as the goals of the Faculty are concerned. But a larger problem looms ahead in this phase and this is the acceptance by the general academic community of the University of the importance of this change.

As we move to a more complex phase in numbers and nature, and as we move to obtain acceptance by the University and reluctant school systems, we find a more sophisticated overall evaluation is necessary. Our future design calls for this.

This innovation makes this interpersonal relationship behaviour and approach a core part of the preparation of teachers. It requires a sharing among agencies rarely found in university teacher education yet acknowledged as essential if an extended practicum is to be successful in providing an educated person to teach in today's classrooms and yet be prepared and able to teach in a fashion not now practised.

This paper was prepared by A.G. McBeath of the University of Regina for the OECD/IMTEC conference, 1976. The program it outlines was described at this conference by Mr. Richert and Mr. Young.

LE CONCEPT DE L'EQUIPE-GUIDE DANS L'APPRECIATION DES ETUDIANTS-MAITRES

MARIETTE LUPIEN
GUY SAVOIE
Université de Moncton

Depuis 1973, la Faculté des sciences de l'éducation de l'Université de Moncton offre des programmes de formation des maîtres de 4 ans.

Ces programmes sont structurés de façon à permettre aux étudiants de se coller à la réalité concrète du rôle de l'enseignant par le truchement de stages d'observation, de participation et/ou d'enseignement à chacune des années de leur formation.

Chacun des stages est structuré de manière à tenir compte de la formation académique et professionnelle qu'ont reçue les étudiants au moment où le stage s'effectue. C'est donc dire que ces stages suivent une certaine progression et que les étudiants sont appelés à vivre de plus en plus activement et pleinement leur rôle d'enseignant à mesure qu'ils avancent dans leur formation.

Afin de les mieux préparer à assumer toutes les tâches et responsabilités qui incombent à un enseignant, nous mettons beaucoup de soin à l'encadrement du stagiaire en milieu scolaire. Cela est vrai surtout pour le stage de 4 mois. Ainsi, le directeur(trice) et le chef de département sont toujours invités à s'impliquer de très près avec l'étudiant. La faculté, pour sa part, maintient des contacts avec les écoles coopérantes et les stagiaires par des visites fréquentes.

En structurant le stage de 4 mois, nous avons dû tenir compte de la nouveauté de cette expérience et de l'inconnu qu'elle pouvait comporter pour les étudiants, le milieu scolaire et la faculté. Pour sa part, l'étudiant en est à sa dernière étape dans sa formation pratique et ce stage est lourd de conséquences pour lui. Le milieu scolaire, de son côté, regarde un stage d'une telle durée avec un oeil critique. Conscient que l'étudiant veut avoir une expérience réaliste d'enseignement, il veut quand même s'assurer qu'on mettra tout en oeuvre pour que les élèves qu'on confiera au stagiaire fassent un apprentissage normal.

Des considérations de ce genre nous ont amenés à mettre en place une structure qui aiderait les uns et les autres à mener cette expérience à bonnes fins. C'est l'EQUIPE-GUIDE.

Elle est composée de toutes les personnes qui travaillent de près ou de loin avec le stagiaire nommément:

- le directeur(trice) de l'école
  (ou son adjoint);
- le chef de département;
- l'enseignant-coopérant responsable du stagiaire;
- les autres enseignants-coopérants;
- le conseiller en apprentissage.

Son rôle:

- guider et conseiller l'étudiant-maître tout au long de son stage;
- apprécier le rendement du stagiaire.

Il va de soi que chaque membre de l'équipe-guide sera appelé à jouer un rôle spécifique selon les fonctions qu'il exerce en milieu scolaire ou à la faculté. L'apport de chacun à la progression et au développement du futur enseignant sera en relation directe avec son accessibilité et sa disponibilité auprès du stagiaire.

Ainsi, l'enseignant-coopérant désigné comme responsable du stagiaire sera la personne clé de l'équipe-guide. En effet, c'est lui qui, de par sa présence soutenue auprès du stagiaire, est le mieux placé de tous pour assurer la bonne marche du stage. Il aura à coordonner la charge de travail du stagiaire. Il veillera aussi à maintenir un climat de confiance et de compréhension où règne un dialogue franc et honnête entre l'étudiant et les membres de l'équipe-guide afin de parvenir à une appréciation juste et équitable de son rendement.

L'appréciation se veut surtout dans le but d'aider l'étudiant à développer les habiletés et les compétences communément reconnues comme désirables chez un enseignant. L'équipe-guide mettra donc tous ses efforts dans ce but plutôt que dans le but de faire une sélection. D'ailleurs, nous sommes d'avis qu'à quelques exceptions près, cette sélection s'est faire dans les 3 premières années de formation. On peut s'attendre à ce que le candidat qui entreprend un stage de 4e année le réussira. Il s'agit pour nous de travailler avec lui afin de rehausser la qualité de cette réussite.

L'appréciation du rendement du stagiaire se veut un processus continu où chacun des membres a des rencontres individuelles fréquentes avec l'étudiant et ce, tout au long du stage. A deux occasions, soit à la mi-session et à la fin du stage, toute l'équipe-guide s'assemblera avec l'étudiant pour apprécier globalement son rendement à ce point du stage.

Certains instruments mis à la disposition de l'équipe-guide servent à rendre plus concrets les commentaires ou réflexions qu'on veut véhiculer au stagiaire afin qu'il prenne conscience aussi bien de ses points forts que de ses faiblesses.

Ces instruments sont:

<u>L'appréciation du stagiaire</u>

Elle contient des points positifs et des points à améliorer. Elle est remise au stagiaire à toutes les 2 semaines par chaque membre de l'équipe-guide

et fait l'objet d'une discussion avec lui.

Le profil d'apprentissage

Il constitue l'instrument de base pour faire l'appréciation continue. Il peut servir à tous moments pour indiquer à l'étudiant comment il se situe face à son stage. Il est composé de 63 comportements regroupés en 6 catégories différentes.

L'évaluation professionnelle

Elle sert à attribuer la note finale à la fin du stage. Cette note est transmise à l'étudiant dans les termes suivants:

S (succès)
NS (insuccès)
I (incomplet)

TRAINING ASSOCIATE TEACHERS

MARGARET-ANN BUCK
University of Windsor

For many years, at the Windsor Teachers' College, the staff had advocated the offering of a credit course for associate teachers. When we became the Faculty of Education, University of Windsor, on July 1, 1970 it became possible to begin to offer an in-service program of courses for credit to practising teachers. The Continuing Education Committee of the Faculty Council was set up with wide teacher and administrative representation from the field. Teachers in the area were asked to suggest the kinds of course that they needed to improve their teaching techniques. The Qualifications Evaluation Council of Ontario was asked to approve the courses for up-grading of teacher qualifications and approval was forthcoming. Senate approval was then sought, and subsequently granted. Among the courses granted approval was Education 1001, Principles and Techniques in the Supervision of Student Teaching. We began to offer the course in the summer of 1974.

The course content was fashioned to meet the needs of the associate, discovered through observation, experience and questionnaire. The course requires sixty hours of in-class time (See Appendix A), and a certificate is granted by the Faculty to those who successfully complete the course. (See Appendix B) The major assignment for the course involves the compilation of a personal resource book which includes information about the associate's school, timetable, planning procedures, materials prepared during the course and an annotated bibliography of books and materials concerning practice teaching.

To date over one hundred and fifty teachers have completed the course (class size is limited to thirty persons) and results have been most gratifying.

Appendix A

UNIVERSITY OF WINDSOR - FACULTY OF EDUCATION

Course No. Ed. 1001 Prof. M.A. Buck

PRINCIPLES AND TECHNIQUES IN THE SUPERVISION OF PRACTICE TEACHING

Discussion of the objectives of the teacher education program; a consideration of the nature and purpose of supervision; a study of the factors involved in the field experience environment; analysis of the role of the associate teacher and other supervisory personnel; problems in evaluation and communication.

I. An Outline of the Present Training Program at the Faculty
- a) The consecutive Program
- b) The concurrent Program
- 8 hours c) The Faculty Council - committee structure - student, faculty, OTF representation
- d) Group input in General Methods course
- e) Procedures for choosing associate teachers

II. The Role of the Student in the Training Program
- a) Admission procedures - who gets in? how do they get in?
- 8 hours b) What kind of student are we working with? Is there an average student?
- c) Panel of students presently in training - skills, pressures, hang-ups
- d) Panel of recent graduates - remembrances of Practice Teaching

III. The Role of the Faculty Advisor in the Training Program
- a) As the Faculty see their role
- 6 hours b) As the associates see the role of the faculty advisor
- c) How can we get together?

IV. The Role of the Principal in the Training Program
- 4 hours a) Choosing associates
- b) Supervision of the Practice Teaching experience

V. The Role of the Associate Teacher - "teacher of teachers"
- a) The best person for the task
- b) Preparing for student teachers
- c) Directed observation
- 18 hours d) Teaching for the student - the first day
- e) The teaching assignment
- f) Reporting progress - daily
- g) The student-associate conference
- h) The helping relationship
- i) Trouble-shooting - the problem student - the problem associate

VI. The Problem of Evaluation
- a) Writing a report
- 16 hours b) Grading student performance
- c) Aims and objectives - helping the student to meet them

VII. Course Evaluation

60 hours

2 hours/week x 30 weeks - Winter
2 hours/day x 30 days - Summer

ASSOCIATE TEACHER'S CERTIFICATE

University of Windsor *Faculty of Education*

This is to certify that

_____

has successfully completed a course in the

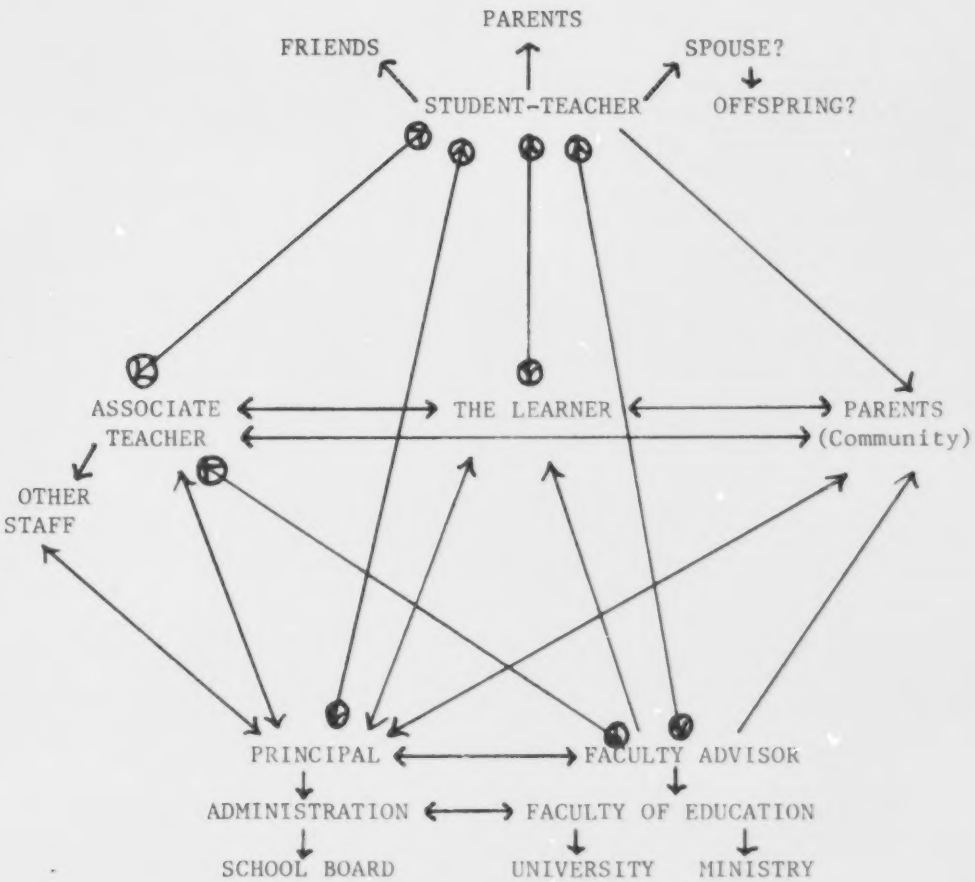
PRINCIPLES AND TECHNIQUES
IN THE SUPERVISION OF PRACTICE TEACHING

Date _____

_____
DEAN OF THE FACULTY

Appendix C

AREAS OF RESPONSIBILITY
IN SUPERVISION OF STUDENT-TEACHING



TAPPING FEEDBACK SOURCES IN TEACHER EVALUATION

ERIC NORMAN
Assistant Superintendent
Terra Nova School Board

This paper's prime concern is formative evaluation. Teaching is often and largely a matter of interpersonal relationships. Most relationships are improved through fuller knowledge of self and others. A philosophy producing positive assumptions about human behaviour suggests that the teacher himself should be the prime mover in the evaluation of his work. The administrator's task is to give the opportunity and provide the tools.

Teachers generally are professional in their approach to their work, and will ordinarily welcome opportunities to analyze their work and to improve their performance.

The process of such analysis and of such attempts to improve are personal and therefore should be done voluntarily and confidentially. The teacher has the right to decide what he will reveal, when he will reveal it, and to whom. We believe that no teacher will live with a recognized weakness and do nothing positive about it. The process is its own motivation.

Three prime sources of information useful to the teacher in this process are students, the teacher himself, and trusted and respected peers.

Since district administration is also concerned with improved teacher performance it should make methods and materials available to its teachers to help them carry out the process. It should provide a variety of techniques to make the process a continual one.

Administration can also make available to the teacher routes which he may take in attempting to correct weaknesses detected, or to build on and take further advantage of strengths revealed.

THE CONFERENCE IN RETROSPECT - HOW HELPFUL WAS IT?

BILL CANNING
Nova Scotia Teachers Union

For me, as a cooperating teacher from Nova Scotia, the most valuable experience at this conference was discussions I had with group 9. Group 9, I love you all. We had some interesting and very worthwhile discussions. And as a teacher, I always appreciate the opportunity to discuss with other teachers and other people in education that particular topic. I only wish that I could have had more opportunity to speak with other groups as well. I think I know group 9 fairly well, and I would like to be able to say that about more groups, especially the group of other cooperating teachers. I would certainly have liked to have had more time to spend with them and discuss with them how they build into their programs the student teachers who appear periodically throughout the year. I would be very interested to know. Perhaps if a conference like this is held again, the organizer might take that into account, that cooperating teachers should have an opportunity to get together. Certainly I would be very interested to know how they accept the student teachers in the classroom.

I would also like to know in talking with my fellow cooperating teachers how they accomplish the feeling of team teaching. I didn't hear much about that at this conference, and perhaps this wasn't the place for it. But, I feel that student teachers who come to my classroom are part of the team and are not just coming in for that experience. I feel they should be part of the total overall program and that I should have planned them in, not just added them on. Being part of a team should be what those students would get from the year that they were with me.

If these four walls will stand it, I would just like to say a few words on evaluation. I don't really think evaluation is as heavy a topic as this conference seems to suggest. When the student teachers come to me in my classroom, I do one thing right away, and I believe it clears the air, and in fact makes a lot of learning possible for the children who are my interest, despite my role as a cooperating teacher. What I do is outline the evaluation procedures that I use, and then I tell the student teacher: "You have an A as far as I am concerned." Now I am certain that this clears the air, and that we can get on to some good teaching experiences for the children. I heard some comments that made me believe that the evaluation here for a classroom teacher is somewhat elaborate and I am not so sure workable at all times. For example, there was the comment that the cooperating teacher might say to the student teacher: "You had to rephrase some of those questions perhaps three or four times." Picture with me, if you please, a classroom of 25 children on an

open-area basis, or using the open-area idea, with individualizing going on, with two interns going into the classroom, and with my own teaching going on. At the end of that day would I be in a position to say to a student "you had to rephrase so many questions three times?" Think of the situation. I find other things rather difficult to comprehend when you are working with the children and the teachers as we have to.

Nevertheless, I certainly have enjoyed this conference very much. I was very pleased that I was asked by the Nova Scotia Teachers Union to represent them here. I would like to thank them publicly for asking me and giving me the opportunity to be here for the past few days. I just would like to add one more thing. I think there are many changes going on in schools, and I think that what you people have to do, that is to say the faculties of education and the teachers' colleges, is to watch schools and systems very carefully and keep in touch with the schools, so that you will know what is going on in there at all times.

ANDRE PINARD
L'Association des enseignants franco-ontariens

On m'a demandé de parler quelques instants sur l'utilité de cette rencontre. D'abord on doit dire que l'utilité d'une rencontre doit certainement être reliée aux attentes qu'on a de cette rencontre. Hier en faisant le tour de nos attentes à la table, on a cru remarquer qu'il y avait toute une gamme d'attentes alors il devrait y avoir aussi toute une gamme d'utilités à rechercher pour cette conférence. Une des attentes qui ont été mentionnées, c'est celle des relations humaines. Plusieurs sont venus ici, à ce que j'ai entendu, pour communiquer, pour voir à faire des échanges formels et informels avec les autres participants. Et ce qui a favorisé ceci à mon avis c'est le fait qu'il y avait des représentants des facultés, des professeurs associés, des professeurs de classe, et des représentants des associations professionnelles. D'autres nous ont dit qu'ils étaient venus pour poser des questions. Et j'ose croire que plusieurs ont posé des questions, et des bonnes questions qui ont fait réfléchir les participants. D'autres sont venus pour chercher de l'information, pour chercher des réponses à des questions, pas simplement les poser, mais chercher des réponses, et pour voir comment certains autres participants, certaines autres associations avaient résolu tel problème en particulier. Et je pense que les discussions ont favorisé cet échange d'informations. D'autres sont venus pour chercher une action, pour chercher quelque chose d'applicable. Je suis un peu moins sûr qu'ils en ont trouvé parce que dans une conférence de deux jours, il est difficile de trouver quelque chose d'applicable et qui va changer notre action en classe lundi matin en retournant dans notre travail. D'autres sont venus chercher des éléments pour mieux faire l'évaluation des étudiants-maîtres. Je pense que les conférenciers, M. Wilson et Mme Shapiro, nous ont donné de bons éléments de base. Et enfin, d'autres sont venus pour écouter des conférenciers intéressants. Et je pense qu'on peut dire que les conférenciers se sont bien tirés de leur tâche.

C'était massif, c'était rapide, c'était assommant même parfois, mais c'était intéressant. C'était difficile à digérer. D'autres sont venus pour

discuter en groupes de ce qui leur tenait à coeur, et cela aussi a été un peu difficile à cause des instruments qu'on nous a mis entre les mains pour la discussion. Des instruments que j'ai trouvés personnellement très structurés et qui n'ont peut-être pas favorisé ceux qui voulaient discuter les thèmes qui leur tenaient à coeur. Un des thèmes qui me tenaient moi à coeur en temps que représentant d'une association professionnelle, c'était une de mes attentes, c'était de tenter d'identifier le rôle de la profession enseignante et des associations dans l'évaluation des étudiants-maîtres. Heureusement, j'ai trouvé un peu de mes réponses ici grâce à la feuille de politiques de la Fédération canadienne des enseignants. Certains des points qui ont été retenus dans nos discussions et qui ressortent et qui sont liés directement à cette politique que je vous invite à revoir, un des principaux points qui ont été corroborés par nos discussions, c'est celui du rôle direct et primordial des enseignants dans l'évaluation des étudiants-maîtres, et plus spécifiquement le rôle du professeur coopérant comme premier évaluateur, sinon comme premier évaluateur summatif ou sous une forme summative, premier évaluateur dans l'évaluation formative de l'étudiant-maître. Et c'est quelque chose d'excellent.

Un deuxième point qui est ressorti, c'est que l'évaluation de l'étudiant-maître comporte plusieurs facettes. Un troisième, que l'évaluation comprend une trilogie (professeur associé, étudiant-maître, faculté) qui doit collaborer. Un quatrième point, la nécessité d'un screening par la profession de ceux qui désirent entrer dans la profession. Cinquièmement, l'importance de l'auto-évaluation, c'est-à-dire de considérer l'étudiant-maître comme l'agent premier de sa formation. Et enfin, un dernier point que la politique de la Fédération canadienne des enseignants tente de faire ressortir aussi, c'est que le programme de formation préalable à l'enseignement, c'est pas une bébelle, c'est quelque chose de sérieux, et ce n'est pas simplement une barrière que le coureur doit sauter, mais c'est un programme de formation et d'apprentissage. Et on ne veut pas par exemple que l'embauchage se fasse d'une façon prématurée.

Malheureusement, toute cette politique de la Fédération canadienne des enseignants, ça ne me donne pas grand chose, parce qu'à mon avis la Fédération n'a pas un gros auditoire, c'est-à-dire qu'elle a les fédérations qu'elle représente. C'est surtout à mon avis au niveau des associations d'enseignants provinciales qu'il faut établir des politiques claires face à la formation à l'enseignement. Si en tant qu'enseignants faisant partie d'une association, nous n'avons pas de politique claire, comment pouvons-nous collaborer avec les facultés d'éducation? Il faut collaborer avec les facultés d'éducation, il faut se trouver une relation de travail, une relation de collaboration. Mais comment pouvons-nous faire si nous n'avons pas de chaîne de référence? J'ai eu l'occasion d'étudier chacune des politiques des associations d'enseignants à travers le Canada, et j'ai été déçu un peu de constater que même si les associations disent à peu près la même chose, qu'il y a un certain consensus sur les principes, les associations ne sont pas toutes aussi explicites et il y a des associations d'enseignants qui ont deux lignes à peine comme politique sur la formation à l'enseignement. Je pense que, comme association professionnelle on se doit d'avoir plus que deux lignes si on veut prendre en main notre profession et si on veut faire partie intégrante en temps qu'enseignants de la formation des étudiants-maîtres. Somme toute, je peux conclure que la rencontre a été intéressante et j'espère qu'elle se concrétisera lorsque nous retournerons dans nos provinces.

NORMA MICKELSON
University of Victoria

My name is Norma Mickelson and I am from Victoria, British Columbia, which is about as far west as you can go in Canada. I feel some sense of unease this afternoon, unaccustomed as I am to all this white stuff that is flying around outside. And I am beginning to wonder if I am ever to get home. However, I will take the assurances of those of you who live here and believe that sooner or later we will make it.

You will have ascertained already that each of us on the panel was asked to give a particular perspective, both from a geographic point of view, I think, from a different perspective in terms of our vocation, and in two different languages. I have the pleasant task of the final word in summation of the conference. I suppose it's some years now since I have been questioning the value of one- and two-day conferences. Somehow or other, I have begun to think that perhaps a different format needs to be used. Nevertheless, I think I value, particularly from the perspective of the university person, the dialogue which such opportunities as this conference afford. Particularly in view of the fact that it is a national dialogue. And in the educational scene in Canada, as you all know, because it is a provincial jurisdiction, so often we do not have the opportunity of a national conversation. I would urge those of you who are just beginning your careers, the student teachers who are with us, not to be frustrated if you sense that there has been a great deal of verbalization without too much commitment to any kind of action. Because the value of the conference will be in each person having been here and having participated in the dialogue, going home, thinking about the issues and perhaps being able in some small way in his or her constituency to make some kind of change in the operation of teacher preparation.

I think the committee, and certainly Geraldine, are to be commended and congratulated. I have been very impressed with the ease with which we have moved from panel discussions to major presentations, to plenary sessions, to small group discussions, to sessions this afternoon, and to socializing activities within the course of the two days that we have been here. This, for me, has been one of the very real values in the conference, and I have also been impressed with the opportunity provided in each of the small groups to participate with student teachers, teachers, people from Federation and provincial organizations and people from the faculties of the universities. It was mentioned, and rightly so, that we don't have any of our students, our little pupils, with us, but, of course, I think that would have been impossible under the circumstances.

I did feel some sense of discomfort yesterday personally because, as the day ended, I felt that certainly in the group discussions in which I had been involved, we really hadn't come to grips with the issues of evaluation of student teachers, which after all is what the conference was all about. It seems to me that Professor Wilson in his talk did deal with evaluation at the very end of the talk, and he did set the tone for the conference. And in our discussion group, yesterday, it seemed to me also that we managed to talk about a great many of the issues which he enunciated, but we really didn't

come to grips with the question of evaluation. This morning, on the other hand, Dr. Shapiro explicitly addressed the problems and issues involved in evaluation. I don't know how you found the morning, but I found it fascinating in terms of the dynamic of what seemed to be happening. Having had that particular talk, which seemed to me would have set the tone for our group discussions, my particular group felt that the follow-up activities were really not very much more than the busy work for us, and we neglected or declined to follow the format which had been set up. And perhaps it might be worth considering another time to think through the issue of having a presentation and then of letting the groups deal with that presentation as they feel they wish to.

I was very interested in the final summation this morning because firstly it became clear to me that there was no consensus at all about what had been said. I really felt that Dr. Overing and I had heard two different talks, and I began to wonder if we had been in the same room. Once again, of course, this is the value of the group discussions, this is the value of the dialogue, and this to me has been the strength of this particular conference and this particular set of meetings, that we have been able to sit down in all of these various groups, and come to grips with the issues as they related to the small groups.

The concurrent sessions, I felt, were a very nice change of pace. They were timely and again they gave the conference a different tone and to me added a new dimension. It also seems appropriate to have this opportunity to have a final summation and a final assessment of what has happened over the past couple of days. In the last session that I attended, a young lady spoke and she spoke with some feeling, and I have a great deal of sympathy for what she said. She said something like, "This is all very good, but there has just been a lot of talk; something has to happen, something has to occur so that we are not just listening and talking to each other, but are doing something to bring about some of the changes that we have discussed over the past couple of days".

And to summarize, I think for me the major value of the conference has been the dialogue, has been the opportunity to meet the people in different occasions and hopefully, each one of us will take home something that we have gained from the papers which have been presented here and at the sessions which have been given. I personally have a couple of areas which I have gleaned from the conversations. I intend to go home, have a look at my own program, have a look at whether or not we can do something to bring into much clearer focus the concerns of the student teachers, the concerns of the cooperating teachers, and the concerns of the faculty members. And if I can do that, and if each one of you can do that, then certainly my assessment of the conference would be, in answer to the question on the program, how worthwhile has it been?, that it has indeed been very worthwhile, and certainly, an experience which has been worth having. I only hope that we can get home afterwards.

THE GROUP DISCUSSIONS

GERALDINE CHANNON
Canadian Teachers' Federation

Considerable care was taken in planning the group discussion format of the conference. In this planning the advice of a consultant experienced in group leadership and organization development techniques was employed. In general, the intention was to provide a rich atmosphere in which more materials were available to stimulate discussion than could in fact be used within the time allowed.

Group leaders were assembled the afternoon preceding the conference and instructed regarding the intentions of the planners. Suggestions for facilitating discussion and providing flexibility were offered.

Although the registration was approximately 230, delegates remained in one room throughout the discussions, seated at tables for 12. Groups were mixed to ensure that each table would have people from various geographic regions and, as well, representatives of the three main groups attending -- teachers, students, and faculty of education professors.

The activities prepared for the groups included:

1. Introductions (these preceded the first major address).

2. Issues -- A discussion of the issues raised in Dr. Wilson's address.

3. Case studies -- A discussion of actual cases involved in the evaluation of student teachers. (See Appendix A for the text of the case studies.)

4. Tasks -- A set of tasks related to Dr. Shapiro's presentation. A major aspect of these tasks was the development of discrimination between observational and judgmental statements.

5. Policy -- An opportunity was given to study proposed CTF policy regarding evaluation of student teachers.

Some of the concerns about student teacher evaluation raised during the discussions were as follows:

- Teacher educators seem unable to develop satisfactory minimal criteria which could become the basis of teacher education at the pre-service level.

- Teacher evaluation seems geared to the hiring process. This orientation produces negative feelings and attitudes during the training period. Students are continually afraid that they will not be able to get jobs.

- The faculty and the school should share in the evaluation process more than they do at present.

- Evaluation should be mainly formative during the training period despite the pressure for summative evaluation.

- Associate teachers should have more training.

- There is pressure on the student to conform to the expectations of the associate teacher.

- The relationship between the student teacher and the associate teacher is critical.

- Specialization is a problem. Teacher education should be more general, since today's schools require flexibility.

The general evaluation of the discussion groups indicated that participants were satisfied with the process and found the content generally helpful.

Appendix A

CASE STUDIES ON

ISSUES IN THE EVALUATION OF STUDENT TEACHERS

Kevin Wilson

CASE STUDY #1: DO WE NEED MARKS IN STUDENT TEACHING?

Dr. Brenda Miller was intelligent, aggressive, outspoken -- and in the fourth month of her first year as Director of Student Teaching in the University. The fall semester had been a relatively easy time for her because student teaching assignments had been completed the previous spring. In her first months in office she had ample time to become well acquainted with the university faculty supervisors, to visit cooperating schools, and to investigate the nature of the student teaching program which she had inherited.

The December faculty meeting traditionally was devoted to a review of student teaching and to the general problems of the supervision of student teachers in the schools. Brenda had been asked by the Dean of Education to address the faculty from the viewpoint of a new administrator and to raise any problems or issues of the program which she had detected.

Brenda had spoken frankly, but as she looked around the room she was not certain that this had been the thing to do. She chose her summarizing words carefully. "In closing, I want to indicate the one major problem I think we need to work on. First, I think we should eliminate all marks in student teaching. As I stated, the average mark given here for the past five years had been B+. Indeed, in one department the average mark for five years was "A-", for of 26 students who have done student teaching, 14 had marks of "A", 10 of "A-", and 2 of "B". I have given a great deal of thought to the weaknesses of marking systems in general, and I think you can see that marks for something like student teaching are very hard to defend. Is it right to use this mark when calculating the overall average of students in a teacher training program? What are the values of these marks? Why can't we get along without them? If we have to retain them can we achieve more realistic averages?"

Even though Dr. Miller had sensed disagreement with some of the points she had made, she was not prepared for the storm that broke out when she sat down. Many of the faculty members tried to speak at once and several jumped to their feet in an attempt to get the Dean's attention. Most of the short comments made to Dr. Miller seemed to be directed at her stand on the usefulness of a marking system. "What will superintendents say when they look at the student teaching records of our students?" "With no marks in student teaching how can they judge suitable candidates for employment?" "There is nothing wrong with my marks. When I give an 'A' they earn it." "The mark in teaching is just as important, if not more so, as a mark in any other part of a student teacher's program." "If you cut out marks for student teaching you do away with standards." "If you give no credit for student teaching, you will soon be asking for no credit for professional courses in teacher training."

The Dean recognized Professor Musgrave from the Physical Education Department who said, "Dr. Miller has spoken to me privately about our marks for student teachers in Physical Education and I have tried to explain to her our philosophy. I had hoped that she would be able to understand our system and that the matter would not be brought before the full faculty. However, as it has come up, I have no choice but to reply. We are the department she spoke about and we do happen to give mostly "A" and a few "B" marks in student teaching. The reason for this is simple. By the time our people get to their final practice session they have been selected, screened, required to pass many courses, and thoroughly trained for their work in the schools. They are highly motivated and eager to succeed. In other words, we have a superior product. Our people perform in a superior manner, and we recognize it with a superior mark. The superintendents in our Province recognize this and respect our judgment and think highly of our graduates. In closing, we think the mark is a good thing for the records of our graduates and we are vehemently opposed to dropping marks."

Questions

a) What position do you take about the assignment of marks for student teaching?

b) If marks are assigned should they indicate a certain standard of achievement on the part of the student teacher, or should they reflect growth in the skills of the student teacher over the practice teaching session?

c) Do you support the position taken by the Professor of Physical Education?

d) Describe the characteristics of a student teacher to whom you would give a mark of "D". Describe a "C" student teacher. What are the qualities of performance you would expect from "B" and "A" student teachers? Can your group agree to the essentials of a short descriptive paragraph for "A", "B", "C", "D", and "F" student teachers?

CASE STUDY #2: BUT SOCIAL STUDIES IS MY MINOR

Mr. Roberts shook his head and shifted uncomfortably in his chair as he spoke to his student teacher. He was obviously quite concerned about the lesson he had just seen and there was no mistaking the seriousness of his words even though his tone was friendly.

"Graham, I am disappointed. This is the third or fourth time that I have had to speak to you about your lack of preparation. Now it is most important that the pupils understand how the specific facts about the geography of one country can be applied to an understanding of the geography of other countries. You discussed the major physical features of the Australian continent, but you were very vague when you were asked about the differences between the coastal highlands and the inland plateaus. It is not enough to say that they are different because one is further from the sea coast, which is essentially what you said. And you were quite unsure of yourself when the students asked you about differences in climate between the two areas. In particular, when Joan asked, "Is the climate of an area in North America, a similar distance from the equator to an area in Australia, likely to have the same general climate features?" she was asking a question which held promise for making some worthwhile observations in a comparative sense. You were wrong when you said that it is difficult to compare a country north of the equator from one south of the equator."

Graham Jenkins listened while Mr. Roberts detailed the errors and omissions of the morning class in Social Studies. Graham was thankful that his afternoon class would be with Mr. Murphy in English. If Graham's success in student teaching depended on his work in Social Studies he was sure he would never get through. He did not speak until Mr. Roberts finished and asked if he had any questions or comments.

"I know my preparation in Social Studies is not all it should be. But, Mr. Roberts, Social Studies is my minor! Surely it is unreasonable to expect a student teacher to do as well in his minor area as he can do in his major field which, in my case, is English. I have tried to follow the course outline in the book, but some of the detailed information in Social Studies sometimes confuses me and I'm not quite sure how to respond to student questions. I feel I am doing a satisfactory job however."

"Yes, I think you are trying," replied Mr. Roberts, "but, Graham, I don't feel I can accept your excuse that you do poorly because Social Studies is only your minor. As a cooperating teacher, I cannot set different standards for student teachers because some major and some minor in the subject. You have to face the fact that when you are in my Social Studies classes, I have to treat you as though you have a major in Social Studies, notwithstanding what the University calls your background in the subject. You will undoubtedly

have to work harder to prepare for my classes than for Mr. Murphy's, but I think I should be expecting results every bit as good as he expects. I think you also should remember that regular teachers have to accept assignments outside the field in which they may be most interested and best prepared. The fact that you have Social Studies in your background is an invitation for a superintendent to assign you to a teaching post which will include that kind of work. If there were no openings in English teaching only, you would probably be prepared to accept an assignment to teach Social Studies. It is therefore my job to see that you can handle such an assignment should you accept it, and I intend to do that."

Questions

a) Is Mr. Roberts unreasonable to expect Graham to teach well in his minor field of Social Studies?

b) Is Graham's excuse a poor one or a legitimate argument?

c) Should a distinction be made in teacher education programs between major field of interest and minor field of interest?

d) Should a secondary student teacher's school experience be focused particularly on teaching in his major field?

CASE STUDY #3: HOW MANY IS TOO MANY?

"John, I am sorry that you are not getting to our conferences on time," began Miss Blackwell. "I have been waiting around for you for over ten minutes. I am afraid my schedule is busy enough without losing time like this."

"I apologize for being late, Miss Blackwell," said John Smythe. "Mrs. Tronc kept me after class to show me some materials that she has filed. I told her I had a conference scheduled with you for this time, but she said it would take only a short while. I am supposed to see her later today for our weekly conference."

"Well I suppose that is all right then, but we should go ahead with our conference. First of all, John, here are your lesson plans for next week. I have indicated in several places where you may make some changes; but generally speaking the preparation plans you have made are very good indeed. I hope that Mrs. Tronc and Miss Knight are as satisfied with your work as I. Have they given you any indication about how they like your efforts thus far?"

"Yes, they have both been quite encouraging and they each have given a lot of help to me just as you have. I do have difficulty, though, trying to fit in meetings with each of you throughout the week. As well as meeting with the three of you I have to have a conference with the supervisor from the University fairly often and this sometimes makes four conferences a week for me. I sometimes think that I spend most of my time meeting with people in conference," said John.

"Well I suppose it does keep you busy, but you are fortunate in having the chance to work with three different teachers in a variety of situations. You have a chance to work at three grade levels and in several different subject areas and this should stand you in good stead when you complete your student teaching -- in fact your experience is better than what most student teachers have," said Miss Blackwell.

"But all of this extra contact I have with supervisors gives me quite a heavy work load," replied John. "I am sorry to say this, but it seems that each of you plans teaching activities for me without communicating your expectations with one another, and frankly on some days I go home ready to give up. At the moment I am teaching five classes a day -- two for you, one for Mrs. Tronc and two for Miss Knight. The other class periods I have been using for conferences, whenever I can work them in."

"Your heavy schedule is showing you one very important thing, John. You can recognize that teachers go home tired in the evening. Teaching is quite a stressful situation and it is better for you to find that out now than later,"

responded Miss Blackwell. "I hope you feel that it is valuable, nevertheless, to see how different teachers approach the teaching of their classes."

"I acknowledge that it is useful to see different teachers at work, and initially my observations were very helpful, but in working with three different teachers I have to use different approaches. You and the others use quite different teaching styles and Miss Knight is much more strict with pupils than either of you. I sometimes find it uncomfortable to work in two different ways of dealing with classes."

"I suspect that you will thank us all some day for making your student teaching session quite strenuous," said Miss Blackwell. "Now I suppose we should get ahead and look at the classes you taught this past week and think about the plans you followed before we look at the next week..."

Questions

a) Are three teachers too many for one student teacher to work with? How many would you suggest?

b) How many lessons should a student teacher teach per day?

c) Could some of the advantages of having several teachers working with a student teacher be attained in a different way from that described in this case?

d) Is John really overworked? Is it legitimate for him to complain about the heavy work load?

e) Does Miss Blackwell appear to sense the problem which John is trying to communicate to her?

f) Should the College supervisor have entered into this picture somewhere?

CASE STUDY #4: IT WON'T SUIT MR. BLACKWELL

Jim Johnson closed his notebook and listened to Barry Ellis sum up his lesson. The bell rang indicating the end of the period, and the students stood and walked toward the door. The Grade X English class was finished. Jim Johnson, the university supervisor, and Barry Ellis, the student teacher, gathered their belongings and headed for the small staff room, after exchanging a few words with Mr. Blackwell, the cooperating teacher. Mr. Blackwell had to meet a sixth period class and could not sit in on the conference between Jim Johnson and Barry Ellis. In the privacy of the staff room, Barry sat quietly while his supervisor made some brief comments about the lesson he had just observed. "I enjoyed the way in which you introduced that poetry unit, Barry," said Jim Johnson. "I feel certain that the pupils will have quite a positive approach to your subsequent lessons in this unit, because you made them realize that poetry can be a lot of fun. I noticed, too, that you took the trouble to involve nearly every pupil in the class."

"Well I have been conscious of trying to bring as many students as possible into the discussion," replied Barry somewhat dispiritedly.

"I wonder if I could take a look at your lesson plans for tomorrow, Barry?" asked Jim Johnson, beginning to wonder at Barry's lack of enthusiasm. "These are quite well done. If you follow through with these plans you should enjoy quite a deal of success."

"Whatever I do, it won't suit Mr. Blackwell," replied Barry almost at the point of tears. "He is seldom if ever satisfied with any approach that I take."

"I am surprised to hear you say that Barry. Mr. Blackwell has not given me any indication that he is dissatisfied with your teaching. Of course, you have not been teaching for very long, and I have only talked with him twice about your experiences so far."

"Dr. Johnson, I am getting to the point where I can't stand it much more. If I have to keep on with Mr. Blackwell for the rest of my session, I think I'll drop out of student teaching and forget about becoming a teacher."

This sudden outburst startled Jim Johnson and he asked, "What do you mean, Barry? What has happened over the last few weeks that brings you to make such a statement?"

That question was enough to set Barry Ellis going, he began, "Mr. Blackwell complains about just everything. He is picking on me constantly and making critical remarks. He feels my lesson plans are not well done. I do not explain material covered in class carefully enough. I don't know my subject as I

should. I tend to favour some pupils more than others. To hear his reaction to my teaching one would think I was a complete washout."

"Do you have any inkling of why Mr. Blackwell is so unhappy with your work?" asked Jim Johnson. "Do you think you've done something that might have started you off on the wrong foot with him?"

"Well it could be my fault," returned Barry. "I did question him one day about why he used a particular essay of Emerson's for a summary from the pupils. I said that in my opinion it was pretty difficult for them to understand. He responded to me quite brusquely that it was his class and that he would make the decisions about what materials were appropriate for use. I think he has noticed too that more and more of the pupils have been coming to me for help, and he probably resents that."

"It could be that you have been a little too critical of his teaching," said Jim Johnson. "It is sometimes wise to remember that you are only a beginner, and that any comments you make may be taken in the wrong light by an experienced teacher. Are you sure though that you haven't exaggerated his criticisms of your teaching?"

"No, I certainly don't think I have exaggerated anything. He has interrupted me while I have been teaching quite a few times for what I think were very minor corrections or suggestions. They were comments he could easily have postponed until our conference."

Shortly after Barry Ellis had gone from the staff room Mr. Blackwell walked into the room. "Boy am I pleased to have a chance to speak with you," said Mr. Blackwell. "I don't know what the University can be thinking of in sending out a student teacher who is so poorly prepared. I have to work very hard at trying to make a teacher out of him, and I don't think he is going to make it."

Questions

a) If you were the university supervisor, what would be your response to the outburst from Mr. Blackwell?

b) If Barry's version of Mr. Blackwell's supervision is correct, what mistakes was Mr. Blackwell making in working with a student teacher?

c) Would you attribute any blame to Barry Ellis in this conflict?

d) Would you move Barry Ellis to another teacher?

e) If you chose to make a change in assignment, how could this be done without causing Mr. Blackwell to "lose face" with his colleagues?

CASE STUDY #5: HOW MANY SECOND CHANCES?

Linda Bailey had been called to the office of the Director of Student Teaching because she had been awarded an incomplete grade on her extended practicum. Before she had arrived Dr. Mary Cole had reviewed her file and noticed that the cooperating teachers working with Linda had suggested a marginal pass. This had been turned down by the University's supervisor, Dr. Michael Thornton, who suggested that an incomplete grade be awarded which meant that Linda Bailey would have to complete another round of student teaching before she could apply for certification. In recommending this final assessment of Linda's performance, Dr. Thornton had written on the evaluation report that he was surprised at the rating given by the cooperating teachers because in his discussions with them he felt that all had agreed that there was some doubt about Linda's ability to handle a class and that a further period of practice would be advisable, yet, neither the ratings nor the comments of the cooperating teachers reflected this concern.

Dr. Cole opened the interview. "Linda, I have to tell you that the assessment of your recent student teaching has been unfavourable, because Dr. Thornton has some doubts about your ability to manage a full-time teaching assignment. He feels that you have not been a complete failure but that you should be required to do a further round of student teaching before applying for certification."

"But I thought I passed in student teaching. Just before I left the school my cooperating teachers spoke with me and told me that they were recommending me for a pass. Don't you consider the recommendations of the supervising teachers? I thought they were re the ones who gave the mark in student teaching. Aren't they in a better position to judge what mark a student should receive?"

"Well the cooperating teachers do have a large say in what grade a student receives, but we at the University reserve the right to alter the mark awarded in keeping with the general standards we think students should reach in student teaching," replied Dr. Cole. "In your case Dr. Thornton was particularly concerned about the control and discipline you had in classes that he saw you teach, and as you recognize this is a very important aspect of a teacher's performance. Because, in his judgment, you have not yet displayed the ability to cope with student control satisfactorily, he feels that you should have a further time at student teaching, in another school, with a different university supervisor, so that you have a chance to overcome some of your present weaknesses."

"I feel that Dr. Thornton didn't see me at my best, and I don't think he understands how much work I did during my student teaching. He saw some of my

plans, for example, but he didn't see the two notebooks that I filled with lesson plans for other teaching that I did. My cooperating teachers saw me teach every day, and surely they are in a better position to give an overall assessment of my performance than one who just pays periodic visits to the school. Furthermore just before I left the school my cooperating teachers said that I had improved so much during the last two weeks of the session that they were going to recommend me for a pass. In fact they showed me the evaluation scale they had filled out and they had not given me a below average mark in any of the items on the form. I may not be the best student teacher in the College of Education, but I think I am improving all the time and I am very anxious to begin teaching next fall. I have completed all my course work with satisfactory standing, and the only thing holding me up is a pass in student teaching. I found working with the cooperating teachers was a pleasure. They were very helpful and assisted me at times when I was having some difficulty, but I can't say the same about Dr. Thornton. He spent very little time talking with me after his observations and was, I thought, very critical of my efforts, even though I was trying my best and had done a lot of planning for my teaching. He seemed to pick on trivial matters rather than to think about my overall progress."

Dr. Cole responded. "I must say that I trust the judgment of Dr. Thornton, who has been a university supervisor for a number of years and has dealt with many many cases. He therefore has a very good appreciation of the kind of standard you should reach before applying for certification. I am sorry that you feel that he has been critical, because he has the reputation of being extremely conscientious in his work with student teachers. Despite your objections I am afraid that my decision is to support the recommendation of Dr. Thornton and you will be required, therefore, to repeat your student teaching next fall. If, at that time, your performance is judged to be satisfactory by the university professor and the cooperating teachers, you will be granted a pass. If, however, another unfavourable report is given you will be failed, and that means the end of your chances to become a teacher."

Questions

a) Should a college supervisor be able to exercise veto power on a decision of cooperating teachers to pass or fail a student?

b) On what grounds should a student be permitted to have a repeat of student teaching?

c) How many failures at student teaching should mean an ultimate refusal to grant certification?

d) How would you have handled the case of Linda Bailey?

CASE STUDY #6: IF AT FIRST YOU DON'T SUCCEED

Ron Baker had enrolled for student teaching in a sixth grade at the beginning of the fall semester and had been assigned to Wildwood Elementary School with an excellent cooperating teacher, Mr. John Ambrose. Ron was a shy and retiring person who apparently tried to fade into the background in Mr. Ambrose's classroom and seldom did anything on his own initiative. He found all kinds of excuses for not undertaking even the small teaching assignments suggested for him and when confronted with a specific demand that he plan and teach a Science lesson, he broke down.

Afterwards, at his own request, Ron was allowed to pull out of student teaching and he had just continued on with his final university classes. Now, in the last month of the same semester, he had come to Dr. Nichols with a request that he be permitted to try again.

"I am determined to overcome my fears and anxiety about teaching," answered Ron. "I feel that I shouldn't plan to become a classroom teacher, but I need a teaching certificate in order to work for a librarian's certificate. I am very interested in this kind of work and I think I could be a good school librarian in an elementary school."

"Well I am not sure about this, Ron," replied Dr. Nichols. "It's not a normal practice of this office to permit a student teacher to repeat his student teaching assignment unless there are circumstances which indicate there is a good chance for success, or unless a particular change in circumstances has arisen since the first attempt. In your particular case I'm not sure that I can see that anything is very different from last fall. We have a great number of students at the moment in our College and we have some difficulty in placing them in schools."

"Well earlier this year I was having some personal problems," said Ron. "I think these have been all cleared up now. During last fall I was carrying a couple of night classes as well as doing student teaching and I was having trouble with both of those classes. This time I have no need to take any classes and I could concentrate all my efforts on student teaching."

"Well I think you need to do a couple of things before I can give you an answer," replied Dr. Nichols. "I will need more information before I can make a decision. I wonder if you would be willing to report to the Student Counselling Office and see Mr. Wiggins? I think it would be useful for you to talk with him and see what he recommends. He is a very fine counsellor."

"Yes I would do that if you want me to," answered Ron. "But I wonder if you knew about me seeing Dr. King at the Student Health Center. He is a psychiatrist and has been seeing me almost every week for the past two months -- ever since I dropped out of student teaching, in fact. I have been getting lots of advice and counsel from him."

"I wonder if you would mind if I called Dr. King and talked with him about your case?" asked Dr. Nichols.

"No I don't mind," was the reply.

"Very well, Ron," said Dr. Nichols. "Give me about ten days to think it over and check a few things; I will arrange a further appointment with you to tell you about my decision."

Dr. Nichols called Dr. King. As soon as Dr. King came to the phone, Dr. Nichols explained the situation and inquired about Ron Baker. When questioned, Dr. King gave an expected response, "I am sure you can appreciate that I can't discuss Ron's case in detail with you Dr. Nichols, because there are ethical concerns associated with my work. I can say, though, that he would not do any harm to pupils in the classroom; and, indeed, I would strongly urge that you give him the chance to try again. I think it would be very good therapy for his for he needs to be forced into a situation where he has to assume some responsibility for his actions. The kind of work your students do in student teaching seems to me to offer very favourable opportunities for the kind of experience he needs to recover his poise and confidence."

Questions

a) Should Ron be allowed to take student teaching again?

b) How much authority should an institution have for refusing to permit a student to take student teaching?

c) Should an institution prepare a policy which would cover a situation like this?

d) How do you feel about a student taking student teaching when they have no intention of becoming a classroom teacher but require this qualification in order to become a librarian?

e) How do you assess Dr. King's recommendation?

f) If Ron is allowed to take student teaching again, what information would you give to the school in which he was placed?

g) How much responsibility does an institution have for a student's mental health? Is this a valid reason for permitting a student to enroll in student teaching?

h) Do you feel that a school should have the right to refuse to take such a student as Ron?